DOCUMENT RESUME

ED 118 789 95 CE 006 320

AUTHOR	Finley, Murray H.
TITLE	State of Rhode Island Vocational Education Part D. Final Report.
INSTITUTION	Rhode Island Coll., Providence. Center for Evaluation and Research.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.; Rhode Island State Dept. of Education, Providence. Div. of Vocational-Technical Education.
REPORT NO	VT-102-525
PUB DATE	Aug 75
NOTE	117p.
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage
DESCRIPTORS	*Career Education; Educational Objectives; *Elementary Schools; Elementary Secondary Education; *Program Evaluation; Resource Materials; School Surveys; *Secondary Schools; Summative Evaluation
IDENTIFIERS	*Rhode Island

ABSTRACT

Covering the time period of May 1974 to August 1975, the document is an evaluation report of eight career education projects in Rhode Island elementary and secondary schools funded under part D of the Vocational Amendments Act of 1968. The evaluation data were collected by on-site visits and teacher observations. Unstructured interviews were conducted with all project directors and with nearly all teachers. Information provided by evaluation forms, completed by the project directors and teachers, enabled the evaluator to compile a list of all published and inhouse-developed materials reported by the participating schools. The report contains evaluations of each of the individual projects, with objectives and accomplishments, and includes forms used in data collection, and a bibliography of career education resource materials. (NJ)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED118789

STATE OF RHODE ISLAND

VOCATIONAL EDUCATION

PART D

FINAL REPORT

AUGUST, 1975

VT-102-525

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

This Evaluation Report has been prepared by the Center for Evaluation and Research at Rhode Island College and is principally the work of Dr. Murray H. Finley.

CE006320

TABLE OF CONTENTS

INTRODUCTION....1

SCOPE OF PROGRAM....5

  Objectives....7
  Activities....9
  Program Success....11
  Project Descriptions....11

PROVIDENCE....13

  Mt. Pleasant Elementary....13
  E.W. Flynn Model School....15
  Gilbert Stuart Middle School....17

CRANSTON....19

  W.E. Dutemple Elementary....19
  Valentine Almy....21
  Parents....23

WARWICK....24

  Winman Jr. High School....24

EAST PROVIDENCE....26

  East Providence School System....26

LINCOLN....28

  Northern Lincoln....28

CUMBERLAND....30

  Garvin Memorial School....30

  B.F. Norton....32

EAST GREENWICH....34

  Frenchtown Elementary School....34

SCITUATE....36

  North Scituate Elementary School....36

CONCLUSIONS AND RECOMMENDATIONS....37

RECOMMENDATIONS...38

APPENDICES..40

LIST OF TABLES

EVALUATION SCHEDULE 4

1. CAREER EDUCATION 5

2. GRADE PARTICIPATION 6

3. PERCENTAGE OF OBJECTIVE ACCOMPLISHMENT 8

4. PERCENTAGE OF ACTIVITIES BY SCHOOL 10

5. TEACHERS' RATINGS OF PROGRAM SUCCESS 12

6. TEACHER-MADE RATING SCALE RESULTS 14

7. PRE- AND POSTTEST RESULTS FOR MANUFACTURING AND CONSTRUCTION COURSE 18

8. PRE AND POST PERCENTAGE GAINS FOR CAREER AWARENESS TEST 20

9. PRE AND POST PERCENTAGE GAINS FOR CAREER AWARENESS TEST 22

10. PRE- AND POSTTEST RESULTS 25

11. PRE- AND POSTTEST RESULTS ON CAREER INFORMATION AND LEARNER CONCEPTS ATTITUDE TEST 31

12. PRE- AND POSTTEST RESULTS FOR 5TH AND 6TH GRADE PROGRAM 33

13. PRE AND POST PERCENTAGE TEST RESULTS FOR SIXTH GRADE NO. 1 AND NO. 2 35

CAREER EDUCATION CURRICULUM IMPLEMENTATION MODEL 39

INTRODUCTION

The Bureau of Social and Education Services, in cooperation with the Center for Evaluation and Research at Rhode Island College, was engaged by the Division of Vocational Education--Rhode Island State Department of Education, during the period of May 3, 1974, through August 1, 1975, for the evaluation of Section 142 (c) of Part D Projects of the Vocational Amendments of 1968. Rhode Island College's Center for Evaluation and Research serves as the independent third-party evaluator for these projects, identified as follows:

Number	Project Title	School Involved in Study
D7501	Career Orientation Education	Mount Pleasant Elementary School Providence, Rhode Island
D7502	A Developmental Program for Preparing All Students for the World of Work	Dutemple Elementary School
	Future Focus	Valentine Almy Elementary School Parents:
	Career Awareness Partnership	Cranston, Rhode Island
D7503	Career Education for Eighth Graders	Winman Junior High School Warwick, Rhode Island
D7504	Career Orientation Education	E.W. Flynn Model School Providence, Rhode Island
D7505	Career Education Program	East Providence School System East Providence, Rhode Island
D7506	Opening Doors to Awareness	North Lincoln Elementary School Manville, Rhode Island
D7507	Career Concepts Awareness	Garvin Memorial School B.F. Norton School Cumberland, Rhode Island
D7508	Industrial Based Center Education: World of Construction and Manufacturing	Gilbert Stuart School Providence, Rhode Island

Number	Project Title	School Involved in Study
D7509	Career Awareness Project II	Frenchtown Elementary School East Greenwich, Rhode Island
D7510	Career Awareness in North Scituate	North Scituate Elementary School Scituate, Rhode Island

it was decided that a uniform evaluation design would be established for all schools involved, with provisions for special attention to programs with "differences."

The Vocational Division of the State Department of Education sent invitations to all Project Directors, inviting them to an Evaluation Orientation meeting on October 10, 1974. Possible evaluation designs and procedures for their projects were explained by a representative from the Center for Evaluation and Research at Rhode Island College (CERRIC). Arrangements were made for a series of on-site visits to all project schools during the months of October, November, and December for the purpose of assessing the extent to which the programs were meeting their stated objectives and time-lines. When the on-site visits were completed, a printed Interim Report was prepared and submitted to the State Department of Education to signify completion of Part I of the evaluation.

A second assessment for participating teachers was prepared and initiated Part II of the evaluation. On-site visits were again made to all project schools during the months of April and May for the purpose of measuring the extent that project schools accomplished their objectives.

Data Procurement

Each school participating in a Career Education project was visited at least once, and sometimes two or three times, by the evaluator during each phase of Parts I and II of the evaluation. All Career Education teachers were observed at least once during Parts I and II. Unstructured interviews were conducted with all Project Directors and with nearly all the teachers. On the basis of these interviews, observations, and evaluation forms, assessments were made of the extent each school was meeting its time-line and objectives.

During Part I, evaluation forms were sent to each Project Director on December 10, 1974, with a request for their return prior to the Christmas vacation. They were distributed to the teachers and, after they were completed by the teachers by grade level, were collected and assembled by the Directors. The last of the completed forms was received by the evaluator on February 15, 1975 (see Appendix A). The information provided on the forms enabled the evaluator to compile a list of all published and in-house developed materials reported by the participating schools (see Appendix C).

Evaluation forms were also sent to each Project Director during Part II on May 15, 1975, with a request for their return prior to the end of the school year--June 19. The forms were completed by the teachers and were collected by the Directors. This final form was a revision of the Part I evaluation form and was welcomed by the teachers. The last of the completed forms was received by the evaluator on July 11, 1975 (see Appendix A). Also during Part II, an Observation Schedule Form was designed for on-site visits to the project schools (see Appendix B).

RHODE ISLAND CAREER EDUCATION PROJECTS

EVALUATION SCHEDULE

TIME	PLACE	PURPOSE	PARTICIPANTS
October 10, 1974	Winman Junior High	Evaluation Orientation Meeting On-site Visiting Schedule for Participants	State Department Personnel Project Directors CERRIC
October, November, and December, 1974	Participating Schools	First, second, & third visits Interviews and Observations of Participants and Projects	CERRIC
February, 1975	Interim Report for State Department of Education		
April, 1975	State Department of Education	Conference on Organization of Final Report	State Department Personnel CERRIC
April, May, 1975	Participating Schools	Second Visit--Follow-up Interviews and Observations of Participants and Projects	CERRIC
June, 1975	Final Reports from Project Directors		
July, 1975	Final Report for State Department of Education		

SCOPE OF PROGRAM

The eight Career Education projects being evaluated by CERRIC involve a total of thirteen schools. There are 146 teachers and a total of 3,835 participants involved, ranging from five year olds in Kindergarten to parents of first and third graders. This total is three times the number of parents and students participating in the Part D Career Education, State Programs, from the previous year.

TABLE 1

CAREER EDUCATION

Project Participants

School	Grades	Pupils	Teachers
Mt. Pleasant	K-4	146	6
Dutemple	K-6	345	15
Almy	K-6	279	13
Flynn	3-5	245	9
Winman	8	20	3
East Providence	K-12	750	30
North Lincoln	K-6	692	19
Garvin	K-4	375	13
Norton	5&6	177	7
Stuart	5-8	283	10
Frenchtown	6	54	2
North Scituate	K-6	435	17
Subtotal		3,801	144
Cranston Parents		34	2
Total		3,835	146

Grade participation by schools shows a rather even distribution between grades one and six. East Providence was the only school with a program for grades nine through twelve. The numbers in Table 2 represent the total number of classes for each grade that the participating schools have involved in their Career Education Program.

TABLE 2

GRADE PARTICIPATION

Schools	Grades													Parents
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Mt. Pleasant	1	2	2	2	1									
Dutemple		2	2	2	2	1	1							
Almy	1	2	3	2	2	2	2							
Flynn				3	3	3								
Winman									1					
East Providence	2	2	2	2	3	3	2	4	4	4	2	3	2	
North Lincoln	1	3	3	3	3	3	3							
Garvin	1	4	4	2	2									
Norton						1	2							
Stuart						1	1	1	1					
Frenchtown							2							
North Scituate	1	3	3	3	2	3	3							
Cranston Parents														2
Totals	7	18	19	19	18	17	16	5	6	4	2	3	2	2

Objectives

Each participating school had its own specific list of objectives. A few of the schools broke the objectives down by grade level, however, most of the objectives listed were school-wide objectives. This fact made it most difficult for the schools to complete all of the specified objectives. It was found that eighty-seven per cent (87%) of all objectives specified were completed by the schools. The objectives were related Career Education objectives mainly focusing on self-awareness, career-awareness, and job and worker traits awareness related basically to the 15 career clusters that the U.S. Office of Education advocates. A complete list of each school's objectives are included in Appendix A. A sample of some of the projects' objectives is reported below:

Sample Objectives

Growth in self-awareness and develop skills in decision-making

Develop a more positive attitude towards school

Develop a positive attitude towards careers and world of work

Demonstrate knowledge of careers by role playing specific occupations

Be aware of the beauty and wonderment of the life cycle of the sea and man's need to protect it

Identify the basic chemical composition of foods and perform simple testing analyses

Parents, upon completion of the training session, will commit themselves as resource people for Career Education program in the school

Acquire techniques to solve problems and establish self direction

Students will know the occupations and duties performed in the fifteen cluster areas

Students will know key career concepts concerning economy, decision-making, and their own value systems

Many of the objectives were stated in terms of measurable behavioral objectives in most of the projects. Several of the projects stated their objectives according to percentage accomplishment (i.e., 75%, 80%, 90%, etc.). In some projects, the objectives were parcelled out according to specific grade accomplishment.

The accomplishment of objectives by schools is reported in Table 3. It is interesting to note that although the total average percentage for completion of all objectives is eighty-seven per cent (87%), those schools accomplishing eighty-seven per cent completion or more had more objectives listed to complete than those schools with less than eighty-seven per cent completion. It might then be surmised that the reason that each school did not achieve one hundred per cent completion of their objectives was that the teachers were not involved in writing their own specific objectives. This is certainly evident for those schools completing less than eighty-seven per cent of their objectives.

TABLE 3

PERCENTAGE OF OBJECTIVE ACCOMPLISHMENT

Schools	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Mt. Pleasant								96%		
Dutemple								91%		
Almy								97%		
Flynn					61%					
Winman		33%								
East Providence									100%	
North Lincoln					68%					
Garvin						80%				
Norton								95%		
Stuart						75%				
Frenchtown									100%	
No. Scituate							82%			
Cranston Parents					66%					
Total							87%			

Activities

In order to achieve their objectives, each participating school listed various activities that they used during the academic year. The percentage of various activities used is listed in Table 4 by school. Group discussion activities appears to be the most prevalent means for implementing a Career Education program. This activity is closely followed by the use of published materials and their own in-house developed materials. It is interesting to note that the use of rating scales received the lowest percentage and it is the one category that could demonstrate accountability for the Career Education programs. Also, the schools indicated adequate use of pre- and posttests, however, many of the participating schools did not include their pre- and posttest results. It is most difficult in assessing the programs' total effectiveness, since the rating scales were used minimally, and some schools excluded reporting their pre- and posttest results.

A few activity highlights of some of the programs included:

A mini role playing of various occupations by lower elementary students (Mt. Pleasant--Kindergarten)

Construction of a photography dark room and development of pictures (Dutemple--grades 5 and 6)

Program development for potential dropouts (Winman Jr. High--grade 8)

Developed own TV programs, constructed outside planters to sell, and carried out an ecological paper drive (East Providence--grades 5 and 6)

Developed monthly career days for junior and senior high school students (East Providence--grades 11 and 12)

Put on dinners for parents around a foreign foods theme (North Lincoln--grades 1 and 2)

Used senior high school students to tutor and assist elementary students in exploring career awareness (Garvin--grades 3 and 4, Norton--grades 5 and 6)

TABLE 4

PERCENTAGE OF ACTIVITIES BY SCHOOL

School	Guest Speakers	Field Trips	Laboratory Activities	Group Discussion Activities	Individualized Instruction	Parental Participation other than as Guest Speakers	Published Materials	In-house Developed Materials	Industry/Business Participation	Rating Scale Employed	Pretest Employed	Posttest Employed
Mt. Pleasant	.08	.10	.14	.16	.06	.05	.17	.12	.01	.02	.05	.04
Dutemple	.09	.08	.09	.11	.09	.11	.08	.09	.06	.02	.09	.09
Almy	.06	.10	.07	.09	.09	.09	.08	.08	.08	.06	.10	.10
Flynn	.04	.09	.09	.15	.09	.04	.12	.14	.02	.04	.09	.09
Winman	.10	.10	.055	.13	.10			.10	.10	.055	.13	.13
East Providence	.12	.12		.12	.12	.04	.12	.12	.12			.12
North Lincoln	.03	.07	.11	.17	.15	.06	.15	.14	.03	.03	.03	.03
Garvin	.01	.02	.15	.23	.10	.02	.17	.11		.02	.09	.08
Norton	.10	.09	.06	.12	.07		.14	.14	.09	.04	.07	.08
Stuart	.01	.04	.09	.20	.20	.01	.17	.18	.01	.03	.03	.03
Frenchtown	.07	.08	.12	.12	.12	.07	.10	.09	.06	.06	.05	.06
North Scituate	.06	.10	.07	.12	.07	.12	.12	.09	.05		.10	.10
Cranston Parents				.14		.14	.14	.14		.14	.14	.14
Total	.06	.08	.08	.14	.10	.05	.12	.12	.05	.04	.08	.08

Built homes and developed assembly line working arrangements to construct lamps and other household accessories (Stuart--grades 7 and 8)

Used scientific oceanographic equipment and photographic equipment for studying ecology and environmental units (Frenchtown--grade 6)

With maintenance and care of small animals and plants within the classroom, demonstrated various careers associated with life maintenance (North Scituate--grades 4 through 6)

A program involving only the parents of students (Cranston--parents of first-graders)

Program Success

The teachers in each participating school rated the degree of success that they felt was achieved in their own Career Education program. The percentage of success as rated by the teachers for their own programs is reported in Table 5. Ninety-six per cent of the teachers felt that their programs achieved some or much success. Overall, then, the teachers felt that they as well as their students did benefit by participating in the programs. It is interesting to note that the only K-12 program funded by Part D in the state was rated by a very small percentage of its teachers in the little success category. This rating occurred in grades K-4 and not, as might be suspected, in the secondary grades. This may give credence to the assumption that it is easier to arouse interest in a first year program, and somewhat difficult to sustain that initial enthusiasm in second and third year programs.

Projects' Descriptions

All sites were visited on at least two separate occasions and a private conference was held with each of the project directors on at least two separate occasions. Included in this section of the report are the descriptions of each project, the results of pre- and posttests (when possible), and observations about the projects from the on-site visits.

TABLE 5

TEACHERS' RATINGS OF PROGRAM SUCCESS

Schools	None	Little	Some	Much
Mt. Pleasant	3%	3%	84%	10%
Dutemple			100%	
Almy			73%	27%
Flynn		21%	51%	28%
Winman			100%	
East Providence		3%	87%	10%
North Lincoln			22%	78%
Garvin			87%	13%
Norton			8%	92%
Stuart		6%	25%	69%
Frenchtown			30%	70%
North Scituate			28%	72%
Cranston Parents			75%	
Total	1%	3%	59%	37%

PROVIDENCE

Two elementary schools and one middle school are involved in career Education Projects under the direction of the Manpower Administration for the Providence Public Schools.

Mount Pleasant Elementary (D-7501) -- Providence 146/K-4

The project director for the career education program is also the Principal of the school. The six teachers, therefore, receive administrative support. Career awareness has been the theme of their program and it has only been implemented through the Social Studies unit for all grades. The teachers have relied heavily on group discussion activities, published materials, and laboratory activities for implementing the program. These three vehicles for accomplishing their objectives have accounted for forty-seven per cent (47%) of all activities. This reliance on these three means of accomplishing the objectives can be seen in a cause and effect relationship. Mt. Pleasant and Flynn listed the same nineteen objectives to be achieved. It can be surmised that perhaps all the teachers for all grades were not involved in establishing their own objectives. If this was the situation; then, it can be believed that the teachers used the most accessible vehicles to accomplish the objectives without regard for total curricula intergration. This is most readily observed in Kindergarten where seventy-nine percent (79%) of the objectives were accomplished and twenty six-percent (26%) of the teachers rated the degree of success for the program in either the none or little categories.

All teachers, students, an aide, and the principal were observed.

Also, whole classes, as well as small group of students were observed in various activities, such as teacher and student presentations, and constructing and building activities. Teacher enthusiasm for the project appears to be moderate and they now have a career education program start. The teachers were encouraged to visit other career education programs for some specific ideas. They have excellent bulletin board displays and the teacher-made rating scale results are encouraging. The results of the rating scale are reported in Table 6.

TABLE 6

TEACHER-MADE RATING SCALE RESULTS

	Pre-scale	Post-scale
O-Outstanding	15%	23%
S-Satisfactory	55%	69%
I-Improvement Needed	15%	8%
N-Not applicable at this time	15%	

This scale is based on teacher observations in the categories of:

1. Accepts responsibility
2. Shows self-control
3. Shows initiative
4. Is able to make decisions
5. Attempts to solve own problems
6. Knows own strengths and needs
7. Responds well to adults
8. Successfully interacts with others

PROVIDENCE

E.W. Flynn Model School (D-7504) 245/3-5

The nine teachers involved in the career education program are assisted by the Guidance Counselor, who is also the project director. The most prevalent means by which they attempted to achive their objectives were group discussion activities, in-house developed materials, and the use of published materials. These three vehicles accounted for fifty percent (50%) of the activities adapted to accomplish the program objectives. It is surmised that the teachers were not involved in writing the objectives for the program since, the third grade completed fifty-eight percent (58%) of their objectives, the fourth grade completed seventy- nine percent (79%) and the fifth grade completed only forty-seven percent (47%). There does appear to be a relationship between the completion percentage for program objectives and teachers' ratings of the degree of success accomplished by the program. One hundred percent of the third grade teachers felt that the program had achieved some to much success, whereas, thirteen per cent of the fourth grade teachers felt the program had achieved little success.

All of the teachers, aides, principal, and students were visited. Whole classes, small groups of students, and independent work by students were observed in such activities as teacher presentations, student seat work, and constructing and building. This program has been most difficult to both describe and assess. Since little evaluation data has been available and the program seems to be external to the curricula, it appears that the program is now getting off of the ground. It has been recommended that the

the teachers visit other career education programs in the state to begin thinking of some ideas for implementing career education within their curricula. However, the teachers still appear moderately enthusiastic for a career education program.

PROVIDENCE

Gilbert Stuart Middle School (D-7508) 283/5-8

The project director is also a teacher within the school system. The project in their school system could be classified as two separate career education programs. The fifth and sixth grade program focus on career awareness, whereas, the seventh and eighth grade programs are focused on Construction and Manufacturing. The seventh and eighth grade programs did not receive their materials until very late in the project, and did not begin their program until January, 1975. A period during the school day has been designated as a career education period for the fifth and sixth grader. Seventy-five per cent of all activities employed to achieve their objective came under four categories; group discussion, individualization instruction, in-house developed materials, and, published materials. Twenty-two percent of the fifth and sixth grade teachers rated their program in the little success category, whereas, one hundred percent of the seventh and eighth grade teachers rated the success of their program in the much success category.

The fifth and sixth grade teachers did not demonstrate much enthusiasm for the project, except for the English Teacher who developed a student newspaper that the students would totally put together. The excitement in his class was tremendous. All the teachers, three aides, and the principal were visited. The students were observed as a whole class, in individualized instruction, and in doing independent work. They also were observed in doing such activities as: teacher presentation, pupil presentation, and constructing and building. There was much enthusiasm by both teachers and students for the seventh and eighth grade programs of construction and manufacturing. This program should be encouraged to expand and there is evidence that it is becoming integrated within the total curricula. Even after its slow beginning, the pre and post test results are quite promising and definitely demonstrate tremendous growth on the students part. The test results are reported in Table 7.

TABLE 7

PRE- AND POSTTEST RESULTS
FOR
MANUFACTURING AND CONSTRUCTION COURSE

		Pre-Test Means	Post-Test Means	Number of Questions
World of Manufacturing				
	Comprehensive Test	$\bar{x}=17.28$	$\bar{x}=39.28$	50
	Unit Tests	$\bar{x}=15.40$	$\bar{x}=24.90$	35
World of Construction				
	Comprehensive Test	$\bar{x}=15.75$	$\bar{x}=31.70$	50

The World of Manufacturing Comprehensive test had a growth percentage of 44%

The World of Manufacturing Unit tests had a growth percentage of 27%

The World of Construction Comprehensive test had a growth percentage of 31%

CRANSTON

W.R. Dutemple Elementary School (D-7502) 345/K-6

The project director for the Career Education Program in Cranston is also a teacher in the school system. The fifteen teachers involved in the program, together with the project director, have developed a career education resource center located in the basement of the school. The center is amply supplied with published as well as in-house developed materials. All the teachers reported having employed eleven out of twelve activities, listed on their objective sheet (see Appendix A), equally. They reported that they used rating scales minimally. One hundred per cent of the teachers rated their program as accomplishing some degree of success.

The principal, superintendent, teachers, and two aides were visited. Whole classes as well as individual instruction was observed in such activities as teacher presentations, seat work, and constructing and building. There seems to be enthusiasm for the program especially by the project director and the principal. The resource center has received much attention in the project. Overall, the students have demonstrated growth in career awarness concepts as reported in table 8.

TABLE 8

PRE AND POST PERCENTAGE GAINS FOR CAREER AWARENESS TEST

Grades	
Kindergarten	8%
First	15%
Second	7%
Third	4%
Fourth	4%
Fifth	8%
Sixth	6%
Overall Total Gain	8%

CRANSTON

Valentine Almy Elementary School (D-7502) 279/K-6

There are thirteen teachers involved in this career education program and they are assisted by the project director from Dutemple Elementary School. All the teachers in this program employed equally all the twelve activities, as listed on their objective sheet (see Appendix A). The teachers rated the success of their program accordingly: seventy three percent in the some category, and twenty-seven per cent in the much category.

The instructional mode for the program is around a more "traditional" classroom setting. There are some individualized techniques used in instruction in that students do construct their own career education magazines and choose to participate in interviews, field trips, career workshops, and career-based dramatic activities. Overall, the teachers felt the program achieved some success and the student growth from pre to post career awareness test would substantiate this. The results of this test is reported in percentage growth in table 9.

TABLE 9

PRE AND POST PERCENTAGE GAINS
FOR
CAREER AWARENESS TEST

GRADES	
Kindergarten	19%
First	22%
Second	26%
Third	6%
Fourth	8%
Fifth	4%
Sixth	11%
Overall Total Gain	14%

CRANSTON

Parents (D-7502) 34 Parents/1st Grade

This is a unique program, focusing totally on parent involvement. The major objectives of the program are to improve parental techniques in developing their children's self esteem, and to improve parents' knowledge of decision making opportunities in the home. Other objectives are to assist parents in developing opportunities for fostering occupational awareness in their children, and to enlist the parents' help as resource people for the in-service career education program.

The activities mainly used in this program are group discussion, published materials, in-house developed materials, and the use of a rating scale. The program was rated with seventy-five per cent in the some degree of success category. Since the program completed only sixty-six per cent of its objectives, it may be surmised that its total success may have been hampered by this relatively low completion of the objectives.

The project director and his staff have developed a list of published and in-house developed materials (see Appendix C) that could aid beginning programs. They did find a dearth of materials for use by parents of primary aged children.

This type of program should be encouraged for all districts. It most certainly can facilitate any explanation about the purpose of the schools.

WARWICK

Winman Junior High School (D-7503) 20/8th Grade

This is a career education program for identified potential dropouts. The instruction involves two classroom teachers, the librarian, who is the project director, and the quidance counselor. Administrative support for this project is strong. To achieve their objectives, the program has relied heavily on group discussion activities. However, the teachers involved in the project did not have previous group techniques training and reported floundering in group activities. Nevertheless, one hundred per cent of the teachers felt that the program achieved some success, although they achieved only thirty-three percent of the program objectives.

The main focus of this program was to increase potential dropout students' reading and math ability, and, also to decrease the chances of the students' dropping out of school. An analysis of table 10 indicates that the achievement of two of these three goals may be questioned.

TABLE 10

PRE- AND POSTTEST RESULTS

Tests	Pre	Post	
Reading Comprehension (ITBS)[x]	6.1	6.1	No growth indicated in 5 month period
Math Concepts & Problem Solving (ITBS)	5.6	6.1	Normal growth to above for 5 month period
Demos-D Test for Predicting Drop Outs	68	70	*

[x] ITBS--Iowa Test of Basic Skills

* Demos-D Test --30-40--Some chance of dropping-out of school
50-69--Even chance of dropping-out of school
70-89--Strong chance of dropping-out of school
90-145--Very strong chance of dropping-out of school

EAST PROVIDENCE

East Providence School System (D-7505) 750/K-12

The project director is also an administrator in the East Providence School System. Therefore, the career education program receives excellent administrative support. The thirty teachers involved in the career education program used none of the twelve activities equally to achieve their objectives. However, this K-12 program has not used laboratory activities and rating scales to achieve the proposal objectives, and only grades K-6 have had parental participation in the program. Ninty-seven per cent of the teachers felt that the program had achieved some to much success, and three per cent of the teachers rated the program in the little success category (this came in the fourth grade program).

In the East Providence Project, there are four school systems involved. All four schools, teachers, principals, aides, and coordinators for each school were visited. In their Vocation Technical School, the junior and senior career education high school students rotate their schedules in the Vocational Educational Curriculum. These students visit for a week each vocational education class and also participated in a coop program within the community for pay. They were given released time from school. At Riverside Junior High School, the career education students were chosen for the program. They have their own wing of classrooms for the program and basically design their own contracts to complete within the project. The students also participate in the basic skills classes. The teachers and students are quite enthusiastic about this program. The Orchard School has a career education program for the sixth and seventh graders.

Of the East Providence Schools, this program has attempted and practically achieved total integration of the curriculum with career education concepts. However, this has been accomplished through interesting activities rather than a delineating of career education concepts. Finally, the Grove Avenue Elementary School has implemented its program by designating career education periods in the day. It appears that they are attempting to integrate their curricula with career education concepts.

A total number of 2,773 East Providence students made on-site visits to various Business and Industrial locations representing each of the fifteen occupational cluster areas. Eleven on-site visits were made by the High School students, and twenty-two on-site visits were made by the Elementary students. At least one-hundred Business and Professional people visited the Senior High School Career Days program. Each of the fifteen clusters of occupational fields were represented.

All graduating students were interviewed individually in order to discover their career choices and experience. A total of forty interviews were then conducted with prospective employers. Sixteen seniors have been placed in various permanent full-time positions of their choice as a result of the Career Education Program.

LINCOLN

Northern Lincoln Elementary (D-7606) 692/K-6

The project director is also a teacher within this system. The nineteen teachers involved in the career education program have basically used four activities to achieve their objectives. These activities, which comprise sixty per cent of all activities used in this project, are group discussion, individualization of instruction, use of published materials, and in-house developed materials. The reliance on these four activities for achieving the program objectives can be justified on the basis of the physical structure of the school. The building was constructed around an "open" school concept and is being used for that purpose. They have conceptually eliminated grade categories as such, and the children are assigned to various "levels" of instruction. The physical structure of the school, then, makes their program best suited for individualized instruction and group interaction techniques. One hundred per cent of the teachers have rated the program as achieving some to much success.

Center A, which comprises grades 1 & 2, achieved 100% completion of their objectives. The project director is also a teacher in Center A. Whereas, Center B, grades 3 & 4, and C enter C, grades 5 & 6, have completed on 54 and 50 per cent of their objective respectively. This again raises the question of who is writing the project objectives for the program.

All teachers and aides in this program were visited. Students were observed as whole classes, in small groups, in both individual instruction and in doing independent work. They were involved in such activities as pupil presentations, audio visual work, and in constructing and building.

The kindergaren has set aside two 15 minute periods per week for the career education program. Center A is involved in the program three days per week as is Center B. However, Center C has integrated the career education concepts within their total curricula and is involved in the program every day during every period of the day. Center C's total program integration should serve as a model for Centers A & B.

CUMBERLAND

The Project Director for the two schools in Career Education is also the Career Education Director for the Cumberland School Department. The two schools, therefore, receive excellent administrative support and encouragement. Because of the administrative support, the two project schools decided to expand their program this year beginning in January, 1975, and ending in June, 1975. They were granted additional state funds for combining a secondary and elementary career education emphasis. The secondary students interested with the elementary students to help further develop programs for the elementary students.

Garvin Memorial School (D-7505) Cumberland 375/K-4

There were thirteen teachers involved in this project and about sixty per cent of their activities were centered around group discussion techniques, the use of published materials, and laboratory activities to achieve their objectives. One hundred per cent of the teachers rated the program as achieving some to much success.

All teachers, as aides, and the Principal were visited. Students were observed in whole class situation, as well as in individual instruction, and in doing independent work in such activities as seat work and constructing and building. The teachers have developed excellent bulletin board displays as well as covering the walk of the school with various visual materials around a career education motif.

The success of this program is well substantiated by the results of their pre and post tests. The results of these tests are reported in Table 11.

TABLE 11

PRE- AND POSTTEST RESULTS
ON
CAREER INFORMATION AND LEARNER CONCEPTS ATTITUDE TEST

Grades	Pre	Post
Career Information Test		
1 & 2	2985 correct responses	4015 correct responses
	5890 incorrect	4860 incorrect
3 & 4	1245 correct responses	1865 correct responses
	1255 incorrect	635 incorrect
Learner Concepts Attitude Test		
1 & 2	2274 positive	3106 positive
	1490 negative	658 negative
3 & 4	2865 most of time	4310 most of time
	5068 sometimes	3698 sometimes
	2815 not often	2740 not often

It is indicative that a gain has occurred in Career Information and that a more positive attitude towards school has also been seen as a result of the program.

CUMBERLAND

B.F. Norton (D-7507) 177/5th and 6th Grade

The seven teachers involved in this career education program have basically used three activities to achieve their program objectives. About fifty per cent of the activities that they have used in the project are group discussion techniques, published materials, and in-house developed materials. The teachers completed ninety per cent of their objectives which may mean that they were involved in writing their own project objectives. As a result one hundred per cent of the teachers rated the program as achieving some to much success.

All the teachers and the principal were visited. Students were observed in whole class situations as well as in small groups, in individual instruction, and in independent work. They also were observed in such activities as seat work and constructing and building. The teachers and students have developed an excellent career education resource center.

Observationally, this program has appeared to achieve much success. Factually, this observation is substantiated by the pre and post tests results. These results are reported in Table 12.

TABLE 12

PRE- AND POSTTEST RESULTS
FOR
5TH AND 6TH GRADE PROGRAM

Grades	Percentage Results	Mean	Median	Range	Pre Test	Post Test	Average Gain
Increase in self awareness							
5	57.1						
6	42.0						
Knowlege on "Charteristics of a Good Worker"							
5	92.2						
6	75.0						
Demonstrated Positive Attitude toward school							
5	62.0						
6	45.0						
Career Education Survey*							
5		32.3	33.0	21 (11-39)			
6		33.95	34.0	24(20-44)			
Career Educational Concepts and Clusters							
5					13.2	85.04	71.9
6 1st yr. in program					18.08	65.25	46.17
6 2nd yr. in program					60.08	75.58	17.50
6 Total class average gain							31.80

* Prepared by "Minnesota Research Coordinating Unit for Vocational Education." Based on 50 possible correct answere.

EAST GREENWICH

Frenchtown Elementary School (D-7509) 54/6th Grade

The project director for the career education program is also the Guidance Counselor in this system. The teachers have used all of the twelve activities in the accomplishment of their objectives. However, about forty per cent of the time the teacher relied upon using the three specific activities of group discussion techniques, individualized instruction, and laboratory activities. One hundred per cent of the teachers involved in this project rated the program as achieving much success.

All the teachers and the counselor were visited. Students were observed in whole class situations, in individual instruction, and in independent study. The students were involved in pupil presentation and in seat work. Students contracted for their activities in order to accomplish the units of instruction. The structure of the career education program seems to be integrated within the Grade 6 curriculum. Teachers and the counselor wrote letters to the evaluator strongly endorsing this project and they noted that the words most frequently heard from all project participants was "Its' with it."

The program is very well administered and coordinated. The success of this program can be documented by the pre and post test results. These results are reported in Table 13. Since there are two sixth grades involved, the results for each sixth grade is reported separately by the disignation of sixth grade number 1 and sixth grade number 2.

TABLE 13

PRE AND POST PERCENTAGE TEST GAINS
FOR
SIXTH GRADE NO. 1 AND NO. 2

Grades	Pre-Test Percentage	Post-Test Percentage
6-No. 1		
Oceanography	32	72
Marine Biology	38	82
Communications		75
6-No. 2		
Communications	45	60
Consumer Ed.	55	
Foods & Chemistry	45	
Homemaking & Consumer Ed.		86
Conservation & Natural Resources	30	60

SCITUATE

North Scituate Elementary School (D-7510) 435/K-6

There is close communication and cooperation between the seventeen teachers and the project director, who is also a teacher in the career education program. About forty per cent of the activities used to accomplish the program objectives are centered around group discussion techniques, parental participation, and the use of published materials. One hundred per cent of the teachers involved in this program rated the project as achieving some to much success.

This program is unique in that parental participation has been an integral part of this program. Also, they have integrated career educational concepts within the total curricula.

All teachers, aides, and the principal were visited. Students were observed as a whole class, and in individual instruction. They were engaged in such activities as seat work, and constructing and building. The students developed their own newspaper entitled "Little Spartan," which has reported the Career Education activities carried on during the year.

This project is well administered and coordinated. There has been excellent administrative support. Bulletin board driplogs and posters related to career educational concepts can be seen throughout the school.

CONCLUSIONS AND RECOMMENDATIONS

The programs that reported the most success and substantiated it by inclusion of their test results have attempted total career educational conceptual integration within their existing curricula. Also, these programs reported completion of their project objectives, which probally means that they were involved in writing the project objectives.

Those projects reporting minimal success are relying on the use of published materials, which probably means that they do not have the background and training to implement a career education program. Furthermore, these projects are assigning the career education program to a period a day and/or various periods during the week. Career education is not taking place for them in every subject area and/or grade level continually throughout the school day. Piece meal approaches to a Career Education program become supplemented to the curriculum and, therefore, generates little enthusiasm and meaning to the total academic preparation of students.

Career Education does not have as its major emphasis the focusing on specific jobs and/or careers. It comes into the curriculum as up to date examples that enrich and enliven the achieving of the basic skills, cognitive and offective, cognitive and affective, that education is all about. It puts relevance and student interests back into the curriculum by both achieving the basic skills and objectives, and providing a means for a student to prepare to engage in work as a part of his or her way of living.

RECOMMENDATIONS

1. Project Director should know specifically their duties as project directors.

2. From a community and school needs assessment, the teachers, parents, and students should develop their educational Philosophy and specific objectives together.

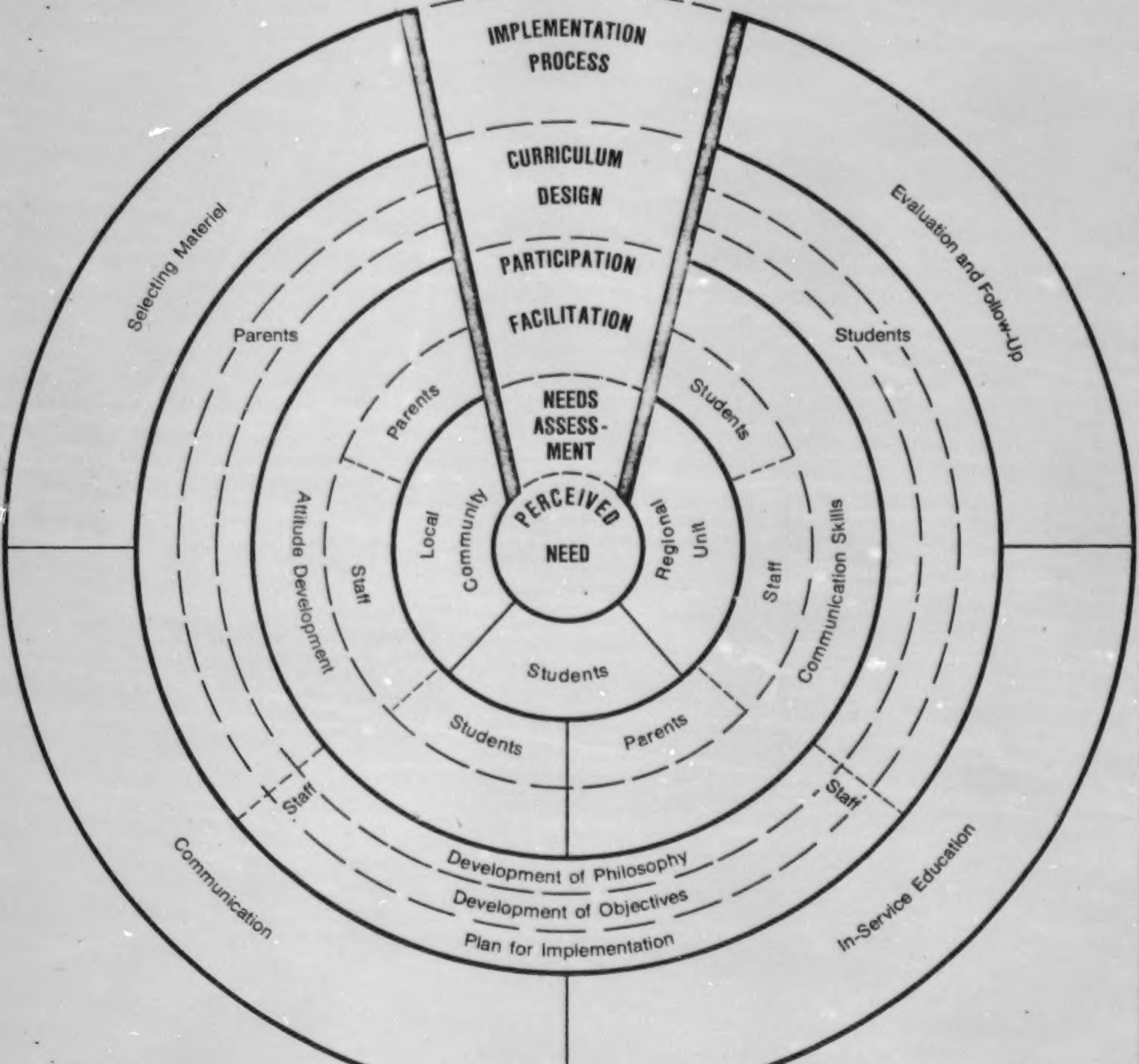
3. The teachers, students, and parents should also cooperatively design the activities during the school year to achieve the basic skill and, therefore, the career education objectives.

4. The teachers, students, and parents should also cooperate in considering the materials to be purchased for the program and learn how to assess the relevance of such material.

5. Finally, the teachers, students, and parents should be continually assessing the programs effectiveness and making modifications when applicable.

To carry out these five steps, each school system needs training. The recommended steps, if followed, can give meaning and relevance to a cooperative adventure of education. This is by no means simple, but it certainly is not too complicated a means for what can and should be expected as the end result. (The specific model is included for review.)

Career Education Curriculum Implementation Model


IMPLEMENTATION PROCESS
CURRICULUM DESIGN
PARTICIPATION
FACILITATION
NEEDS ASSESSMENT
PERCEIVED NEED
Local Community
Regional Unit
Students
Parents
Students
Staff
Staff
Students
Parents
Parents
Students
Attitude Development
Communication Skills
Staff
Staff
Development of Philosophy
Development of Objectives
Plan for Implementation
Selecting Materiel
Evaluation and Follow-Up
Communication
In-Service Education

MURRAY H. FINLEY and ROBERT D. KREY, University of Wisconsin-Superior, 1974

APPENDIX A

SCHOOL'S NAME:

PROJECT DIRECTOR'S FORM

FOR GRADE(S)______
NUMBER OF STUDENTS______
NUMBER OF TEACHERS______

DIRECTIONS: Project Director, in the left hand column under OBJECTIVES, please list the objectives your teachers attempted to achieve from September to December, 1974. (To aid the teachers, you could xerox the objectives as stated in your project proposal and distribute them to the teachers, that is, if the teachers have not developed their own objectives). Compile the information from your Teachers' Forms onto thi one sheet by Grade, if possible, (there are enough forms for each grade). Please attach any rating scales, in-house material developed and pre-tests used. When giving the information requested in the other columns, list the number(s) of the objective(s) being served by this activity under the specific activity column. If you have any questions, please contact me at 831-6600, Ext. 641.

OBJECTIVES	Guest Speakers	Published Materials	Field Trips	Parental Involvement-other than as Guest Speakers	In-House Material Developed (Please attach)	Rating Scales Developed (Please attach)	Pre-Tests Employed (Attach forms and scores)

Project Director's
Name: ________________
(Please Print)

SCHOOL'S NAME:

TEACHER'S FORM

FOR GRADE(S)
NUMBER OF STUDENTS

DIRECTIONS: Teachers, in the left hand column under OBJECTIVES, please list your objectives that you attempted to achieve from September to December, 1974. (These objectives could certainly be the same as those listed in your project proposal.) Provide the information requested in the other columns and please attach any rating scales, in-house material developed, and pre-tests used. When giving the information requested in the other columns, list the number(s) of the objective(s) being served by their activity under the specific activity column.

OBJECTIVES	Guest Speakers	Published Materials	Field Trips	Parental Involvement-other than as Guest Speakers	In-House Materials Developed (Please attach)	Rating Scales Developed (Please attach)	Pre-Tests Employed (Attach forms and scores)

Name of Teacher Completing this Form:

(Please Print)

Teacher: ______________________________

current academic year. If it was, please check

This answer key applies to all the following answer sheets.

Was this one of your objectives		Guest Speakers		Field Trips		Laboratory Activities		Group-discussion Activities		Individualization Instruction		Parental participation other than As Guest Speakers		Published Materials		In-House Developed Materials		Industry/Business Participation		Rating Scale Employed		Pre-test Employed		Post-test Employed		Degree of Success			
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	None	Little	Some	Much

District: LINCOLN School: NORTHER LINCOLN ELEMENTARY Grade: CENTER A

For each of the objectives listed, please indicate whether or not it was one of your objectives for the the appropriate item in each column.

O B J E C T I V E S

(continued)

9. By April 4, 1975, 35% of the children of Center A will be able to name five people who have handicaps and have adjusted to them and have found successful employment.

10. Twenty-five of the Center A children will make a mural depicting five occupations in the field of Arts and Entertainment.

11. All students of the Center will role play at least two of the previously studied occupations related to the restaurants. They will perform three functions properly related to that role as determined by teacher observation.

12. As a result of 4 field trips involving 4 individual occupational job sites, participating students will name at least one more specific job for each occupation area, then they were able to list before the trip was taken.

District: LINCOLN School: NORTHER LINCOLN ELEMENTARY Grade: CENTER A

For each of the objectives listed, please indicate whether or not it was one of your objectives for the the appropriate item in each column.

OBJECTIVES

1. Upon completion of the unit on self awareness, each child will compile a notebook entitled All About Me. Each book will include at least five of the following: a.) a favorite color, b.) a family tree, c.) something funny, d.) something sad, e.) finger-print, weight, height, f.) a self portrait, g.) an interest inventory.

2. By November 4, 1974, each child, using crayons and drawing paper, will make a mobile or poster about one or more of the following: a.) farmer, b.) food packer, c.) cowboy, d.) cannery worker, e.) frozen food packers. The mobile or poster will show at least two contributions the worker makes to the preparation of food.

3. At the end of the Pilgrim unit, the sever year old children will be able to draw at least three pictures that contrast modern day methods with the methods of the Pilgrims in securing and preparing food.

4. After completing a specific task on an assembly line, the children will name one advantage and one disadvantage of working on an assembly line in a factory.

5. At the conclusion of the Toy Factory unit, the Center A students will engage in role playing activities related to the jobs in the Toy Factory and will perform three functions properly related to that role as determined by teacher observation.

6. By January 24, all the children in the 4 areas of the airport, the harbor, the railroad station, and the truck terminal will be able to name three jobs or occupations directly related to their chosen job site.

7. 40% of the Primary children, at the completion of the unit of Public Services, will make a mobile showing at least 3 community helpers and their tools or vehicles.

8. At the conclusion of the unit on communication, the children of the center will show their knowlege of advertising techniques by producing a newspaper ad, a TV commercial, or a poster about a restaurant.

District: LINCOLN School: NORTHERN LINCOLN ELEMENTARY Grade: LOWER INTERMEDIAT

For each of the objectives listed, please indicate whether or not it was one of your objectives for the
the appropriate item in each column.

O B J E C T I V E S

1. Each student will identify a minimum of two occupations involved in the changing of minerals to finished products.

2. By performing various experiments on four different minerals and then listing in chart form their characteristics, 45% of the students will role play tasks similar to those performed by a geologist.

3. 45% of the students will explain in written form that by knowing the specific characteristics of certain compounds, scientists can separate petroleum into valuable products, e.g., wax, kerosene, gasoline.

4. 45% of the students will draw a diagram showing in pictorial form the tasks involved in raising trees for commercial purposes. Each student will display a minimum of 3 tasks.

5. Using teacher selected visuals each student will identify with at least 60% proficiency those that show how people transport petroleum or wood from its source to the consumer.

6. 45% of the students will make models of simple machines and will then use these models to demonstrate how these simple machines assist a service worker in performing his job.

7. Upon completion of a science unit dealing with electrical circuits, 45% of the students will match various types of repairmen and servicemen with appropriate electrical appliances.

8. Upon completion of the personal and public services cluster, the students will list public service jobs necessary in a modern town. 60% of the students will list five or more jobs.

9. Each student will participate in the production of a play and state in written or oral form, how they contributed to the play's successful completion.

10. Given a list of jobs and departments found in a hospital the children will classify these jobs within the appropriate hospital department with 60% accuracy.

District: LINCOLN School: NORTHER LINCOLN ELEMENTARY Grade: INTERMEDIA

For each of the objectives listed, please indicate whether or not it was one of your objectives for the the appropriate item in each column.

O B J E C T I V E S

11. Upon the completion of the units on brine shrimp and marine sciences, each student will make a booklet containing at least five illustrations depicting the tasks and equipment involved in preparing foods from the sea for comsumption.

12. Each student will make a diorama which will illustrate an environmental problem. The child will then suggest in oral or written form a job which exists or might be created which would help solve the problem.

13. Upon completion of the year, the students will have compiled scrapbooks of pictures which will be accompanied by short, written explanations. The pictures will represent jobs covered during the year. All will be required to have a minimum of five jobs represented for each cluster.

District: LINCOLN School: NORTHERN LINCOLN ELEMENTARY Grade: KINGERGART

For each of the objectives listed, please indicate whether or not it was one of your objectives for the the appropriate item in each column.

O B J E C T I V E S

1. At the completion of the unit on the roles of mother and fathers, all the children will engage in role playing activities related to the jobs of their own parents and will perform three functions properly to that role as determined by teacher observation.
2. After listening to a talk by a policeman, 40% of the children will be able to name two things a policeman does other than direct traffic.
3. At the end of the fireman unit all the children will use construction paper to create pictures of the fireman's hat, boots, fire coat, gloves. 25%, when quizzed orally, will be able to name the uses of each item of clothing.
4. At the conclusion of the unit on the trashman, 50% of the children will be able to draw a picture of what their homes would be like without the trashman making weekly pick-ups.
5. By the ends of December, given a set of pictures of eight jobs involving trucks, the children will be able to select 3 that show Highway Department Men at work.
6. Upon completion of the unit of waiters and waitresses the children will engage in role playing activities, and will perform two functions properly related to the role as determined by the subjective judgment of the teacher.
7. As a result of a field trip to the local post office, 50% of the children will name at least one job in this field other than that of the postman.
8. After listening to a talk by the school bus driver, 30% of the children will be able to name 3 things he or she must be able to do in order to drive the bus.
9. At the completion of the unit on doctors and nurses, given a series of pictures of tools, the children will select 2 instruments used by the doctor.

District: LINCOLN School: NORTHERN LINCOLN ELEMENTARY Grade: KINDERGARTEN

For each of the objectives listed, please indicate whether or not it was one of your objectives for the cu
the appropriate item in each column.

OBJECTIVES

C

Y

(continued)

10. 50% of the children will be able to identify the pictures of workers involved in the production and transportation of milk after coloring a series of pictures tracing milk from farm to consumer.

11. At the end of the year the students will construct a mural depicting a farm, the farmers, and farm hands, which upon completion will show at least 3 workers.

12. At the conclusion of the year's activities the children, when given a set of pictures of workers and a set of pictures of tools, will be able to match the worker with his toll with 30% accuracy.

District: LINCOLN School: NORTHERN LINCOLN ELEMENTARY Grade: UPPER INTERMEDIATE

For each of the objectives listed, please indicate whether or not it was one of your objectives for the c
the appropriate item in each column.

OBJECTIVES
1. During the unit on Communication, 75% of the children will conduct interviews which will be recorded on video-tape or cassette tapes. The degree of success will be measured by the number of pertinent, factual and inferential questions asked. There will be an over all 35% increase in the number of pertinent questions as determined by pre and post test situations.
2. After 30% of the students take a field trip to an institution (such as a radio station) which employs a variety of communications media, these students will identify and draw a picture of at least 4 people using different methods of communication.
3. All children will participate in advertising campaign activities, i.e., development of a newspaper, effective use of photography and the writing of and distribution of promotional pamphlets, all designed to raise funds for needed hospital equipment. The finished newspaper will be at least 4 pages in length, cover 8 occupations, and will be subjectively evaluated by the teachers.
4. After studying the basic components needed for any life cycle, 25% of the children will construct a "miniature environment" such as a terrarium, aquarium, or teranium. Under the child's control, the environmental model must sustain life for a minimum of 30 days.
5. Having concluded the Envionrmental-Natural Resources-Marine Sciences-Agricultural Unit, each child will choose a medium which will effectively illustrate an ecological problem, and then identify an occupation which would normally assist in the problem's successful solution.
6. During the unit on Fine Arts and Humanities, each child will make a handicraft object, such as a leather belt, key case, candle, loom-woven mat, or sculpture. Fulfillment of this objective will be based upon the successful completion of following the directions for the individual projects.
7. Upon completion of the Fine Arts and Humanities cluster, the students will present a play which they have written, directed and produced. The children will design and create 75% of the scenery, costumes, and light or sound effects needed. After the presentation, 60% of the children will identify the responsibilities and contributions of at least 4 occupations which were necessary components for the productions of the play.

District: LINCOLN School: NORTHERN LINCOLN ELEMENTARY Grade: UPPER INTERMEDIATE

For each of the objectives listed, please indicate whether or not it was one of your objectives for the curr
the appropriate item in each column.

OBJECTIVES	Was one y obj
	Yes
(continued)	
8. After studying the problem of and the opportunities for the handicapped, the children will cite examples of five people who adjusted to their handicaps and have found employment.	
9. Upon completion of the Leisure Unit, 80% of the students will list 5 individual and 5 group leisure activities in which they are interested and can participate in to effectively make use of increasing leisure time afforded them by modern technological advancements.	
10. At the completion of the second year, the students will display an awareness of the need for special training in many careers, by listing five occupations requiring a high school diploma, three occupations demanding technical training beyond high school, and two careers asking college or postgraduate degrees.	
11. Each child will select a career covered during the past two years and create a poster which depicts a relationship between the chosen career and at least 4 other occupations. The accuracy of the poster to represent the dependence of one main career upon others will be judged by the teachers.	
12. 35% of the students will design and complete a mural depicting the many occupations covered during the two-year program. The mural will be organized to show the many relationships existing among the fifteen clusters.	

District: SC TUATE School: NO. SCITUATE SCHOOL Grade: ____

For each of the objectives listed, please indicate whether or not it was one of your objectives for the
the appropriate item in each column.

OBJECTIVES

1. At the conclusion of the project, kindergarten students will demonstrate awareness of at least 10 occupations associated with personal services by identifying pictures of activities performed in those occupations with 70% accuracy as measured by an oral, pictorial teacher-made test.

2. At the conclusion of the project, the 60 students in Grade 1 with 75% accuracy, will be able to demonstrate awareness of at least 20 occupations associated with public service as demonstrated by an oral, pictorial teacher-made test.

3. At the conclusion of the project, 2nd grade students will show their awareness of at least 15 occupations in the area of environment, as measured by an oral tape-recorded listing.

4. At the end of the project, 20 third grade students will have increased their awareness of occupations in the field of Transportation by at least 50% as measured by a teacher-made pre-post test.

5. At the end of the project, about 25 third grade students will demonstrate with 75% accuracy awareness of at least 10 occupations in the area of foods and nutrition by identifying tasks involved in these occupations in a teacher-made matching test.

6. At the conclusion of the project, 25 3rd graders will demonstrate, with 75% accuracy, awareness of twenty occupations related to marine sciences by recognizing these on a teacher-made test.

7. At the conclusion of the project, about 30 fourth grade students will demonstrate with 75% accuracy, awareness of at least 10 occupations associated with Fine Arts by matching the job with activities associated with that job on a teacher-made matching test.

8. At the conclusion of the project, about 30 fourth grade students, with 75% accuracy, will demonstrate awareness of the careers available in the hotel industry by matching 10 specific terms - such as porter, bellhop, valet, accountant, doorman - with their meanings on a teacher-made test.

9. At the conclusion of the project, about 30 fifth grade students, with 75% accuracy, will demonstrate awareness of at least 25 occupations in the performing arts area of Fine Arts and Humanities clusters as measured by a teacher-made pre-post test.

District: SC TUATE School: NO. SCITUATE SCHOOL Grade:

For each of the objectives listed, please indicate whether or not it was one of your objectives for the
the appropriate item in each column.

O B J E C T I V E S

(continued)

10. By the conclusion of the program, about 30 fifth grade students will be able to identify with 80% accuracy the occupations related to agriculture and natural resources as determined by a teacher-made and administered test by listing at least 40 occupations.

11. At the conclusion of the program the students will be aware of the problems surroudning soil and water conservation and will be able to identify at least 7 occupations associated with these through teacher-made tests.

12. During the program the sixth grade students will gather, write, edit, print and distribute a school newspaper thereby demonstrating their comprehension of the numerous jobs involved in and related to journalism. Evaluation will be by teacher observation of both process and results based on 70% accuracy in performance of their jobs.

13. At the conclusion of the project, about 30 grade 5-6 students will show a 50% increase in knowledge of occupations in the field of communications and media as measured by a teacher-made pre-post test.

14. Approximately 3- 6th grade students will increase their knowledge of 25 health careers by 50% as measured by a teacher-made test given in September and June.

District: CUMBERLAND School: ________ Grade: ________

For each of the objectives listed, please indicate whether or not it was one of your objectives for the
the appropriate item in each column.

O B J E C T I V E S
1. Upon completion of the school year, students will demonstrate a 25% increase in growth in self-awareness as measured by teacher-made pre and post tests.
2. Students will demonstrate self-awareness by completion of a teacher-made Interest Inventory relating to hobbies and interests.
3. Given a teacher-made test, 80% of the students will respond with 80% accuracy to items showing the characteristics of a good worker.
4. Upon completion of the school year, students will show a significant increase of 25% in the skills necessary to carry through the decision-making process as measured by documentation and/or testing.
5. 80% of the students will complete at least one contract a month as measured by teacher judgment upon submission.
6. By the end of the school year all students will participate in group research projects as measured by teacher observation.
7. Upon completion of the school year, students will demonstrate a more positive attitude toward school as evidenced by a 25% increase in growth in attitudes as measured by pre and post tests.
8. Students will demonstrate a more positive attitude toward the world of work as measured by a 25% increase in attitudinal pre and post testing.
9. Students will show a 25% increase in their knowledge of careers and the world of work as measured by teacher-made pre and post tests.
10. All students will demonstrate knowledge of careers by participating in role playing related to specific occupations.

District: WARWICK School: WINMAN JR. HIGH Grade: ____

For each of the objectives listed, please indicate whether or not it was one of your objectives for the c
the appropriate item in each column.

O B J E C T I V E S
1. Participants will develop positive attitudes towards teachers, education, influence by peers or parents, school behavior.
2. Participants will raise their reading and math competency.
3. Participants will develop awareness of and explore specific career goals.

District: E.ST GREENWICH School: FRENCHTOWN Grade: ____

For each of the objectives listed, please indicate whether or not it was one of your objectives for the c
the appropriate item in each column.

OBJECTIVES

A. Marine Sciences

1. At the conclusion of the project twenty-seven sixth grade students will be able to use a zoomscope as observed by the teachers.

2. 60% o the class will be able to record observations from slides with 80-100% accuracy measured by specific projects and evaluated by the teacher.

3. By the end of the project 18 sixth grade students will have incorporated into their vocabulary understanding of specific terms with 80% accuracy as measured by an objective teacher-made test

4. By the conclusion of the project 90% of the class will be aware of the beauty and wonderment of the life cycle of the sea and man's need to protect it by participating in or creating at least one related project.

5. At the conclusion of the project 85% of the students in this class will demonstrate knowledge of the dignity, vitality and necessity of choosing occupations concerned with the sea by role playing various careers.

B. Communications and Media

1. By the conclusion of the project 25 children will demonstrate knowledge of 16 careers in communications by an objective teacher-made test.

2. By the end of the project 25 sixth grade students will demonstrate knowledge of how media effects them by individual or group projects and teacher evaluation of that project. Two projects would be making a movie and publishing a school newspaper.

3. By the end of the project 25 sixth grade students will participate in a project in at least one aspect of communications by utilizing the tools of that aspect. The project will be evaluated by the teacher.

District: EAST GREENWICH School: FRENCHTOWN Grade: ________

For each of the objectives listed, please indicate whether or not it was one of your objectives for the c
the appropriate item in each column.

O B J E C T I V E S

(continued)

C. Homemaking and Consumer Education

1. By the end of the project 25 sixth grade students will demonstrate knowledge of the importance of their role in a family and as a consumer through pupil prepared dramatizations.

2. By the conclusion of the project 25 sixth grade students will demonstrate knowledge of homemaking tasks by either: a.) cooking, b.) baking, c.) buying, d.) selling. This will be done through the school store.

3. At the end of the project 25 sixth grade students will be able to solve problems and make decisions associated with food preparation, health and budget planning.

4. At the conclusion of this cluster 25 sixth grade students will be able to identify the basic chemical composition of foods and perform simple testing analyses.

D. Environment and Natural Resources

1. During the project twenty-five sixt grade students will demonstrate knowledge of the natural world around them by individual or group projects such as helping to beautify the school grounds, planting a rock garden and making a terrarium. This will be measured by teacher observation.

2. By the end of the project this class will demonstrate with 80% accuracy knowledge of the careers listed for this cluster. Their knowledge will be twofold: a.) man with the tools of the trade, b.) man and the knowledge of his job. This will be evaluated by an objective teacher made test.

3. By the end of the project 25 sixth grade students will demonstrate knowledge of the relationship of man to his environment by a research report or project.

District: EAST PROVIDENCE School: ____________ Grade: ________

For each of the objectives listed, please indicate whether or not it was one of your objectives for the cu the appropriate item in each column.

OBJECTIVES	o Y
1. Students in the Elementary Component will have acquired career awareness and knowledge by responding correctly to targeted levels of test items on the Knowledge of Careers Test for the appropriate grade level. Targeted levels for each grade are: K - 60 1 - 65 2 - 70 3 - 75 percent of the test items. 4 - 65 5 - 70 6 - 75	
2. Students in the Secondary Componet will have acquired the techniques to solve problems and establish self direction as measured by the Career Maturity Inventory subtests:	
Part 3. Choosing A Job (Self Direction)	
Part 5. What Should They Do (Problem-Solving)	
3. Students in the Secondary Component will show knowledge of careers as measured by the Career Maturity Inventory subtests:	
Part 2. Knowing About Jobs (Occupational Information)	
Part 4. Looking Ahead (Planning)	

District: PROVIDENCE School: ______ Grade: ______

For each of the objectives listed, please indicate whether or not it was one of your objectives for the cu
the appropriate item in each column.

OBJECTIVES	Ol	Y
1. Development of Key Concepts:		
a. That an individual's career (life's work) is integrally related to his/her sense of identity and self-esteem and to his/her life style.		
b. That as all forms of life depend on one another, so are various economic enterprises interdependent (i.e., the food industry as a contemporary example of maximum outside reinforcement).		
c. That the monetary value placed on certain forms of work is often inconsistent with the value of that work to society: that work satisfaction depends to a much larger extent than previously recognized on the worker's perception of the value of his work to other people; and that all work which has value to the comfort or happiness of others should be respected.		
d. That sound decision-making in regard to career choices depends both on one's grasp of one's own interests and competencies and on one's understanding of the nature of and the skills required by the work.		
e. That each person has a value system; that this value system influences and is influenced by one's work; and that explicit consciousness of one's value system contributes to sounder career choices.		
2. Development of Positive-Self Concept:		
Each student's self-concept, particularly his image of himself within the context of the school, will improve during the year.		
3. Development of Awareness of Environment and Ability to Respond to It:		
a. Each student's awareness of the total environment and his own feelings about aspects of that environment will increase during the year.		
b. Students will become conscious of their own responses to their environment and will respond in increasingly positive ways over the year.		

District: PROVIDENCE School: ____ Grade: ____

For each of the objectives listed, please indicate whether or not it was one of your objectives for the the appropriate item in each column.

O B J E C T I V E S

(Continued)

b.1. Students will volunteer to do something for the group or for another individual more comfortably and more readily.

b.2. Children will learn to accept assistance from their peers more comfortably and more readily.

c. Students will learn to maximize the use of their senses through exercies specifically designed to enhance the following skills: listening to another person; responding to that person, empathizing with that person; observing (listening and seeing) other people's inter actions, observing activities on the street, observing nature; learning to attend to his sensory receptors: seeing, hearing, tasting, touching, smelling.

4. Development and Understanding of Value System:

a. Students will explore their own and others (peers and teachers) values systems in order to become more self-exploratory and to develop the concepts valuing and value system.

b. Through a variety of "forced choice" exercies students will increase their awareness of their own and others' values.

c. Students will develop skills in discovering values which underlie behaviors, preferences, etc., through values-clarification exercises.

d. Students will learn that others' values ma- be different without being either better or worse, that values need only be consistent with one another and with the individual's goals (if those do not infringe on others' rights) to be functional.

5. Participation in Problem-Solving and Decision-Making Activities:

a. Students will participate in group problem-solving activities.

b. Students will participate in individual and group decision-making activities.

District: PROVIDENCE School: ______ Grade: ______

For each of the objectives listed, please indicate whether or not it was one of your objectives for the c
the appropriate item in each column.

O B J E C T I V E S

(Continued)

c. Students will learn that decisions are based on both values and information and that better decisions are made when both the values one holds and the pertinent information are consciously understood.

d. Children will rely more on the peer group for group problem-solving assistance and will, as a group, become increasingly independent of the teacher.

District: CRANSTON School: CAREER AWARENESS PARTNERSHIP Grade: ____________

For each of the objectives listed, please indicate whether or not it was one of your objectives for the the appropriate item in each column.

O B J E C T I V E S

1. Upon the completion of the large group parent education sessions and the subsequent follow up through small group and individual contact, the parents of first grade youngsters will evidence a 40% increase in their knowledge of techniques for helping their child develop greater self awareness, increased self-esteem, improved decision-making skills, and methods of developing occupational- environmental awareness, on a project developed questionnaire.

2. At the completion of the parent education and counseling program, at least 60% of the participating parents will indicate a commitment to being resource people for the career education program in the school.

3. At the completion of the program, participants will score a minimum of 80% in a test of the goals, concepts and activities of the level in school career education program, i.e., program at Dutemple School.

District: CRANSTON School: FUTURE FOCUS Grade: ________

For each of the objectives listed, please indicate whether or not it was one of your objectives for the c the appropriate item in each column.

OBJECTIVES

1. By May 25, 1975, 85% of the students participating in the program will demonstrate their awareness of jobs and their attitudes as evidenced by the creation of their "Future Focus Magazine" which will include personal biographies, creative writing, artwork, and puzzles and games. This magazine will be evaluated by teacher assessment.

2. By May 20, 1975, 75% of the participating students will demonstrate a knowledge of the various occupations contained in the five career clusters by matching occupations to their related clusters on a teacher-made matching test with 80% accuracy on post tests.

3. By the completion of the program 65-70% of the participating students will convey an improved attitude towards the "World of Work" as evidenced by an increased score on a pre- and post test of attidues towards careers. Tests are developed by indiviudal teachers for each grade level.

4. By the completion of the program, 85% of the intermediate grades children will have experienced the decision-making process through their choices to participate in interviews, trips, career workshops involving the making of a finished product, and career based dramatic activities.

District:__________ School:__________ Grade:__________

For each of the objectives listed, please indicate whether or not it was one of your objectives for the the appropriate item in each column.

O B J E C T I V E S

1. Upon completion of the project, the student with 75% accuracy, will be able to classify various occupations within the home, the neighborhood, and the school by blue collar or white collar categories as measured by teacher developed tests.

2. Upon completion of the project, the student with 75% accuracy, will be able to match selected workers with their tools, as measured by teacher developed tests.

3. Upon completion of the project, the students, with 75% accuracy, will be able to recognize the familiar workers in the home, school and the student's neighborhood as measured by teacher developed test.

4. The student will also be able to verbally identify these workers by their career titles and duties as measured by oral testing.

5. Upon completion of the project, 75% of the students will be able to explain the various jobs they perform around the home, how he does them and what satisfaction he receives from doing these jobs, as measured by teacher developed oral tests.

6. Upon completion of the project, 75% of the students will be able to relate what jobs his father/mother does, why they do it, and what satisfaction they receive from doing their job, as measured by teacher developed oral tests.

7. Upon completion of the project, the students will have maye a scrapbook entitled "When I Grow Up I Want To Be..." (This scrapbook will be placed in the student's file for future reference as a means for long-range evaluation.)

8. Upon completion of the project the student with 75% accuracy will be able to:
   a. Identify five workers from a list of ten who make and/or repair things and be able to match these with his tools.

District: CRANSTON School: ____________ Grade: ________

For each of the objectives listed, please indicate whether or not it was one of your objectives for the
the appropriate item in each column.

O B J E C T I V E S

(continued)

8. b. Identify five workers from a list of ten who sell things and be able to match these workers with what they sell.

c. Identify five workers from a list of ten who take people and things to places and be able to match these workers with what they use to carry the people and things.

d. Identify five workers from a list of ten who have specialized occupations.

e. Identify five workers from a list of ten who have unspecialized occupations.

f. Classify various occupations as to whether they are indoor, outdoor, of both occupations.

g. Associate various careers with the primary grade subjects needed to be learned for those careers.

9. Upon completion of the project, 75% of the students will be able to tell what jobs they do at home, how they do them and how they feel about doing them.

10. Upon completion of the project the children will have made a class career scrapbook on what they would like to be when they grow up.

11. Upon completion of the project, 75% of the students will be able to tell why we earn money and why things cost so much money.

12. Upon completion of the project, 75% of the children will have a better awareness of themselves as individuals and of their abilities, and inabilities.

13. Upon completion of the project, the student with 75% accuracy with be able to circle five community occupations from a list of occupations as measured by a teacher developed test.

District: CRANSTON School: ______ Grade: ______

For each of the objectives listed, please indicate whether or not it was one of your objectives for the c
the appropriate item in each column.

OBJECTIVES
(continued)
14. Upon completion of the project, the student with 75% accuracy will be able to name what the worker does and what tools are needed from a list of ten workers.
15. Upon completion of the project, the student with 75% accuracy will be able to name what objects are sold in the stores and name the workers from a list of five stores, as measured by a teacher developed test.
16. Upon completion of the project, 75% of the students will be able to tell what occupation the student's father, mother, brother, sister, or relative has, what their duties are, and what tools are used, as measured by a teacher developed test.
17. Upon completion of the project, the student with 75% accuracy will be able to classify those workers who use their hands, workers who take care of people, workers who carry people from place to place, workers who produce food, as measured by a teacher developed test.
18. Upon completion of the project, the student will have made a scrapbook of the occupation he would like to pursue and also would write a short autobiography, and complete self awareness dittoes, as evaluated by the teacher.
19. Upon completion of the project, 75% of the students when given the occupational categories public service, environment, personnel services, and education will be able to identify, with 75% accuracy at least one job in each cluster, and indicate whether the job requires a college education as measured by a teacher developed test.
20. Upon completion of the project, the student, with 75% accuracy and given the occupational clusters health, hospitality, and recreation, will be able to identify at least two jobs in each cluster, whether the job needs college training or not, and how this job relates to the community, as measured by teacher developed tests.

District: CRANSTON School: ____________ Grade: ________

For each of the objectives listed, please indicate whether or not it was one of your objectives for the the appropriate item in each column.

O B J E C T I V E S

(continued)

21. Upon completion of the project, the student, with 75% accuracy and given the occupational clusters agri-business, manufacturing, and communication, will be able to identify at least two jobs in each cluster, whether the hob needs college training, and how this job contributes to society, as measured by teacher developed tests.

22. Upon completion of the project, the student, with 75% accuracy and given the clusters construction and environment, will be able to identify those careers which are similar and those which are different and further explain in his own words that different careers require different talents, interests, and abilities, as measured by teacher developed tests.

23. Upon completion of the project, the student will have made a scrapbook that he would pursue in making his livelyhood, and further, to explain that a person has the right to choose a career applicable to his abilities, talents, and interests, as measured by and evaluated by the teacher.

24. Upon completion of the project year, that 75% of the students with 70% accuracy will be able to identify from a given list of various occupations, the categories of communcation, transportation, and manufacturing. Further, the student will be able to pick an occupation in each category and the educational background which the job demands. The contribution it would make to the community and what personal satisfaction one would received from the job as measured by teacher developed tests.

25. Upon completion of the project year, that 75% of the students with 75% accuracy, will be able to categorize occupational titles under white collar, blue collar, agricultural, and service workers as measured by teacher developed tests.

26. Upon completion of the project year, that 75% of the students, with 75% accuracy, will be able to identify from a list of workers, those who work in the Agri-Industry or in Fine Arts. Further, the student will be able to explain the contribution that the occupations make to the community, state, and nation as measured by teacher developed tests.

District: CRANSTON School: Grade:

For each of the objectives listed, please indicate whether or not it was one of your objectives for the c
the appropriate item in each column.

O B J E C T I V E S

(continued)

27. Upon completion of the project year, that 75% of the students, with 75% accuracy will be able to categorize occupations as skilled and unskilled, as measured by teacher developed tests.

28. Upon completion of the project year, that 75% of the students with 75% accuracy will be able to identify from a given list of occupations, the cluster of business and office and marine services: further, the student will write a short paragraph explaining what contributions these occupations make to the community and what personal satisfaction one would receive from the job as measured by teacher developed tests.

29. Upon completion of the program, the student, 75% of the time, will be able to identify from a list of twenty careers, technicians, further, the student will be able to tell where each works, what special training is considered necessary, and if they help other careers as measured by teacher developed tests.

30. Upon completion of the program, the student will, with 75% accuracy, when given a description of an occupation, identify that occupation and categorize the occupations as blue collar, white collar, the student will, with 75% accuracy, be able to categorize blue collar as skilled, semiskilled unskilled, as measured by the teacher developed tests.

31. Upon completion of the project, the student, with 75% accuracy, will be able to identify where particular people work, further, be able to explain other industries in which that job might occur, as measured by teacher developed tests.

32. Upon completion of the project, the student will be able to explain and demonstrate the various steps involved in completing a specific task as measured by teacher developed tests and observations.

33. Upon completion of the program, the student will have made a scrapbook of that occupation that he would be able to write in his own words what rewards and satisfaction he would achieve in pursuing the occupation. This would be measured and evaluated by the teacher.

District: CRANSTON School: ______________ Grade: ______

For each of the objectives listed, please indicate whether or not it was one of your objectives for the c
the appropriate item in each column.

O B J E C T I V E S

(continued)

34. Upon completion of the project, 75% of the students will be able to justify a purchase presented to him in a problem, as measured by teacher developed tests and observation. (The process by which the student arrives at his justification of the problem would include comparing quality, price, service and guarantee.)

35. Upon completion of the project, the student, with 75% performance ability will be able to explain and demonstrate the various steps involved in completing a specific task as measured by teacher developed tests and observations.

36. Upon completion of the project, the student with 75% accuracy will be able to explain why people work in different career fields as measured by teacher developed tests and observations.

37. Upon completion of the project, the student, with 75% accuracy, will be able to explain why people work and be able to identify five motivational factors affecting the choice of an occupation, as measured by teacher developed tests.

38. Upon completion of the program, the student will be able to fill out any job application as measured by a job application from an industry in Cranston.

39. Upon completion of the project, the student, with 75% accuracy when given a job description can identify that occupation and categorize that occupation as white collar, blue collar, agriculture, or service, further, the student will be able to categorize the blue collar occupation as skilled, semiskilled, and unskilled as measured by teacher developed tests.

40. Upon completion of the project, the student will be able to name an occupational cluster, occupations within that cluster, and how it relates to other occupational clusters, further the student will be able to give the educational training necessary for the job, list the skills, abilities, and personal qualities of the occupations and tell how the occupation contributes to society as measured by teacher developed tests.

District: CR NSTON School: ____ Grade: ____

For each of the objectives listed, please indicate whether or not it was one of your objectives for the the appropriate item in each column.

O B J E C T I V E S

(continued)

41. At the completion of the program, the student will be able, to the best of his ability, choose one career in which they showed interest and be able to write a composition naming the cluster, educational training necessary for the career, personal qualities and skills, and how the career contributes to society.

District: PROVIDENCE School: STUART Grade: ____

For each of the objectives listed, please indicate whether or not it was one of your objectives for the the appropriate item in each column.

OBJECTIVES

1. Participants will develop awareness of the many occupations in our society.
2. Each student will be able to write a paragraph about a job he would like to have.
3. Each student is able to name three characteristics of a good worker.
4. Participants will understand how numbers (mathematics) are used in several jobs.
5. Each student will be able to name three characteristics of a good worker.
6. Each student is able to work with a unit of measure related to a particular job.
7. Participants will understand how work can contribute to personal satisfaction.
8. Each student will be able to explain how work can help a person feel satisfied.
9. Each student will be able to explain associated vocabulary words.
10. Participants will identify positive and negative attitudes that affect one's success in school.
11. Each student will be able to list three factors that can make him successful in school.
12. Each student will recognize (list) that educational experiences are a part of his career development.
13. Each student will be able to explain associated vocabulary words.
14. Participants will understand that career choices influence personal satisfaction.
15. Each student will be able to name three factors that determine personal satisfaction in his school work.

District: PROVIDENCE School: STUART Grade: ____________

For each of the objectives listed, please indicate whether or not it was one of your objectives for the c
the appropriate item in each column.

O B J E C T I V E S

(contined)

16. Each student will be able to explain associated vocabulary words.

17. Participants will be helped to identify with a successful worker.

18. Each student is able to write a paragraph about someone he knows and his work.

19. Participants will be encouraged to observe jobs, and to study the skills they require and the working conditions involved.

20. Each student will be able to write a short story explaining how career aspirations must be related to ability.

21. Each student will be able to explain three key differences between a work day in school and in industry.

22. Each student will be able to explain associated vocabulary words.

23. Participants will be able to identify attitudes necessary for job success.

24. Each student is able to list three factors necessary for job success.

25. Each student is able to identify several personality traits or variables about himself.

26. Participants will discover the city as a learning resource and to learn about job opportunities in the community and state.

27. Each student will be able to list five career opportunities in his community.

District: PROVIDEN School: STUART Grade: ________

For each of the objectives listed, please indicate whether or not it was one of your objectives for the the appropriate item in each column.

O B J E C T I V E S

(contined)

28. Each student will be able to explain associated vocabulary words.

29. Participants will be able to identify the relationship between job families and workers within that field.

30. Each student will be able to explain the term 'Career Cluster" and 'job family'.

31. Participants will be given an explanation of the career decision making procedure.

32. Each student will list at least three steps involved in making a career decision.

33. Each student will list resource information in making career decisions.

APPENDIX B

VOCATIONAL EDUCATION, PART D: Observation Schedule

District ______________________ School: ______________________ Date: __________

Time: __________

Grade: ______ Room: ______ No. of Pupils: ____________ Observer: ____________________

1. Personnel:

	No.
Teacher	___
Aide	___
Speaker	___
Counselor	___
Parents	___

2. Grouping:

	No. of Pupils
Whole class	___
Small groups	___
Individual instruction	___
Independent work	___

3. Activity:

Teacher presentation ___

Pupil presentation ___

AV ___

Seat work ___

Constructing/building ___

Other ________________

4. Materials:

In use		In room
___	Texts	___
___	Pamphlets	___
___	Record player	___
___	Tape recorder	___
___	Film	___
___	Film strips	___
___	Construction materials	___
___	Bulletinboard display	___
___	Other __________ ______________	___

5. Content/Objectives:

6. Comments:

APPENDIX C

BIBLIOGRAPHY OF MATERIALS AVAILABLE, 1974-75

Providence:

E.W. Flynn Model School

Grade 3

Published Materials

Highway to Work and Play, 3rd level (McKnight)
King Popie (Cluster Feastures)
Focus on Self Development (SRA)
"Being Me" Activity Book

In-House Materials

(none listed)

Grade 4

Published Materials

Highway to Work and Play, 4th level (McKnight)
King Popie (Cluster Features)
Focus on Self Development (SRA)
'What Could I Be"

In-House Materials

(none listed)

Grade 5

(no materials listed)

Mt. Pleasant Elementary School

Kindergarten

Published Materials

SRA Awareness Kit
Here I Am Books
Workers We Know

In-House Materials

Pictures of Crossing Guard with story relating to her job

Grade 1

Published Materials

Our Working World (SRA)
SRA Awareness Kit

In-House Materials

Mother Has a Job (collage of magazine pictures depicting mothers' roles)

Grades 1 & 2

Published Materials

Social Studies and Career Educational Workbook
Awareness Book

In-House Materials

Books with simple stories about Midland Mall
Pictures of houses
Pictures for "I'm Glad I'm Me and Why"

Grade 2

Published Materials

Our Working World - Neighborhoods (SRA)
Workers We Know (CPG)
SRA Awareness: Here I Am

In-House Materials

Puppets

Grades 3 & 4

Published Materials

Metropolitan Providence
Our Government and How It Works (filmstrip)
Focus on Self Development, Stage 2, Stage 3 (SRA)
The Me I Know (SRA)

In-House Materials

Transparencies
Roger Williams Park Mural

(Northern Lincoln Elementary, Kindergarten, Published Materials, cont.)

If I Drove a Truck (Mirriam Young)
The Fire Cat (Esther Averill)
Katy and the Big Snow (Virginnia Burton)
The Little Fire Engine (Lois Lenski)
Firemen, What Do They Do (Carla Greene)
Mr. Ferguson of the Fire Department (Ellen Mac Gregor)

In-House Materials

(none listed)

Grades 1 & 2

Published Materials

Cowboy Tommy
Cowboy Small
I Want to Be a Cowboy
Johnny Appleseed
A Tree is Nice Food
Colonial Living
Little Bean's Thanksgiving
The ABC's of Colonial Living

In-House Materials

Snapshots available of bulletin boards for each unit

Grade 3

Published Materials

Record: This Is Rhythm
Nursery Rhymes for Dramatics
Poetry Appreciation Games

In-House Materials

Rexographed sheets with 13 poems of published poets

Grade 4

Published Materials

Science in Your Life (D.C. Heath Co.)
Discovering Science (Merrill Co.)
Concept in Science (Harcourt, Brace)
Today's Basic Science

(Northern Lincoln Elementary, Grade 4, Published Materials, cont.)

Filmstrips: The Work of the Pulley
How Levers Help Us
The Work of the Lever
The Work of the Inclined Plane, Screw and Wedge

In-House Materials

Poetry sheets
Simple Machines Test

Grades 5 & 6

Published Materials

Films: Tornado (Environmental Science Servies Administration)
The World of Cousteau (Aetna Life & Casualty)
Paricutin (Dept. of the Air Force)
Discovery! (Tennessee Valley Authority)
The Litterbug (Associated Films, Inc.)
Sixty-five booklets and pamphlets on Ecology

In-House Materials

(none listed)

Cumberland:

B.F. Norton School

Grades 5 & 6

Published Materials

Modern Science, levels 5 & 6 (Laidlaw)
Sound and Sense in Spelling, levels 5 & 6 (Harcourt, Brace & World)
Modern School Mathematics, levels 5 & 6 (Dunn, et al)
Palmer Method -- We Learn and Write, series 5 & 6 (Palmer Co.)
Science Series 500 Kit (Educational Progress Corp.)
Math Series 500 Kit (Educational Progress Corp.)
Math Series 600 Kit (Educational Progress Corp.)
Cross-Number Puzzles (SRA)
Career Insights and Self-Awareness Games (Houghton, Mifflin Co.)
Mind Expanders (Educational Insights)
Information FAST (Educational Insights)
Career Education Program, Vol.1 (Charles Ryan)
Study Skills Library -- Science (Educational Development Laboratories)
Widening Occupational Roles Kit (SRA)
Spelling Word Power Laboratory IIb & IIc (SRA

(B.F. Norton School, Grades 5 & 6, Published Materials, cont.)

Language for Daily Use (Harcourt, Brace & World)
The Story of Man's Past (Ginn)
Adventures to Remember -- Into Wide Worlds (Economy Press)
English Is Our Language, 5 & 6 (Heath)
The Story of American Freedom (Macmillan)
Freedom's Ground (Holt, Rinehart & Winston)
Keytext (Economy Press)
Storytext (Economy Press)
Adventures Now and Then (Bett & Welch)
Background of American Freedom (Macmillan)
Read On (Educational Insights, Inc.)
House of Ancient Greece - match kit
Exploring Careers, Group I: 6 filmstrips and cassettes

In-House Materials

Career Cluster Game
Packers and contracts in History, Reading, Math, Science

Garvin School

Grades K - 4

Published Materials

Golden Book and Records -- stories with career backgrounds
I Want to Be (Children's Press)
Films on world of work
Individualized Cassette learning packages (Media Materials, Inc.)
SRA Reading Kit
McKnight Elementary Awareness Publications
Self-awareness filmstrips and cassetts: How Do I Learn?
OIDMA - Career Awareness Series
DUSO Kit

In-House Materials

Contracts
Puppets
Scrapbook
Match the Careers game
"Career Express" Train
Alphabetical Careers game

Gilbert Stuart Middle School
(no materials listed)

Cranston:

William R. Dutemple School
(no materials listed)

"Future Focus" Program
(no materials listed)

Career Awareness Partnership Phase

Published Materials

Between Parent and Child (Haim Ginott)
Career Decisions (American Personnel & Guidenace Association)
The Family Council (Rigney & Corsini)
How To Listen to Your Child (NEA)
Let's Go! (booklet on fieldtrips) (Creative Playschool)
The Parent Role in Career Development (APGA)
Suggestions for Teachers (Gilmore)
What Will I Be From A to Z (National Dairy Council)
Yellow Pages of Learning Resources (MIT Press)

In-House Materials

Situations in Your Environment
Career Decision Activity
Personality Characteristics and Ways of Working

Warwick:
(no materials listed)

East Providence:

In-House Materials

Booklets: Career Awareness for Elementary Schools
Career Education: An Idea Book for Social Studies Teachers
Career Education: An Idea Book for Teachers of English
Career Education: An Idea Book for Science Teachers

Lincoln:

Northern Lincoln Elementary

Kindergarten

Published Materials

Theodore's Parents (Janice Udry)
Police (Caria Greene)
Policeman Small (Lois Lenski)
The True Book of Policemen (Irene Miner)

East Greenwich:

Frenchtown School

Grade 6

Published Materials

Work -- Widening Occupational Roles Kit (SRA)
D.O.T.
Encyclopedia of Careers and Vocational Guidance (Ferguson Publishing Co.)
Career Booklets in Journalism
The Sea
Scientific Method
Films: Poster
Alphabet Conspiracy
Spoken and Written Word
Man's First Attempt to Communicate
The Newspaper Story
We Learn About the Telephone
Filmstrips: People Who Work in Science
Ocean Life Scientist
Laboratory Technician
Recording Engineer

In-House Materials

Photostories
Posters
Student-written magazines

Scituate:

North Scituate Elementary

Grades K - 6

Published Materials

In Want to Be a Cook
I Want to be a Waitress
Rocky and His Friends
Little Campers
Woodsy Owl and the Trail Bike
Lassie and the Fire Fighters
Tommy's Camping Adventures
Smokey the Bear
Nature Hikes
Litterbugs Come in Every Size
Bravest of All
A Ball of Clay (Hawkinson)
Step-by-Step Ceramics (Holsted)

Intorducing Oriental Art (Philip Rawson)
Pottery (Malcolm Haslam)
Clay, Wood and Wire (Harvey Weiss)
Henry Moore (Geoffrey Grigson)
I Want to Be a Forester
Truck Farming
Forest are for People
Food and Your Health (Milliken Publishing Co.)
Wonders of the Human Body (Anthony Ravieli)
Our Senses and How They Work (Herber Zim)
Pamphlets from: Dairy Council
                Eastman Kodak
King Features Comics ona variety of careers
SRA Job Series
Flannel Boards
Filmstrips
Prints
Puzzles

In-House Materials

Transparencies
Self-correcting games
Graphic Boards: What's My Line
                What Shall I Be

APPENDIX D

Northern Lincoln Elementary K-6 19 Teachers

Objectives:

1. Kindergarten students will be able to:

   A. Role play parents jobs and perform 3 functions related to that role.

   B. Name 2 things, with 40% accuracy, a policeman does other than direct traffic.

   C. Show on paper, with 50% accuracy, how homes would look without trashmen.

   D. select 3 pictures of highway department men at work.

   E. Name the uses for firemen hats, boots, coats and gloves, with 25% accuracy.

Activies:

None listed

2. First and second grade students:

   Unit I - Self Awareness

   A. All children will view filmstrips.

   B. All children will learn to sing.

   C. All children will make six bulletin boards.

   D. All children will tour and discuss each bulletin board.

   E. All children will take part in various artistic activities.

   F. Each child will compile a notebook entitled All About Me.

   Unit II - Production and Preparation of Foods.

   A. All children will take a field trip to an apple farm to pick apples.

   B. All children will take part in an apple tasting session.

   C. All children will take part in at least two apple activities.

   D. All children will make, serve, and east refreshments made from apple products for their Halloween Party.

   Unit III - Pilgrim Unit.

   A. All children will take part in at least three Pilgrim activities.

2. Unit III

   B. All children will view the Pilgrim film strips.

   C. All children will draw at least three pictures that contrast modern day methods with the Pilgram in securing and preparing food.

Activities:

All listed around each unit separately.

3. Third grade students:

   A. All children will complete a word search containing names of pertinent school officials.

   B. Several students will interview school personnel.

   C. Several students will construct questions to ask the interviewers.

   D. Children will discover those conditions which must be present for electricity to flow.

   E. Children will observe cause and effect relating to the flow of electricity.

   F. Children will manipulate equipment to discover the difference between a close circuit and an open circuit.

   G. Children will demonstrate techniques of working safely with electricity.

   H. Children will build a sever circuit and a parallel circuit.

   I. Children will examine old, broken and worn out electrical appliances.

   J. Children will complete activities with crayon, sculpture, paints, ceramics, and paper.

   K. Children will observe a professional ballet team.

   L. Children will act out senses, pantomine, improvision activities.

   M. Children will prepare bulletin boards with poetic forms.

   N. Children will read two poems and classify them according to form.

   O. Children will write at least one poem.

   P. Children will dramatize one poem of their choice.

Northern Lincoln Elementary (Cont.)

4. Fourth grade students:

   A. Students will demonstrate knowledge of simple machines: wheel pulley, inclined plane, lever, screw, wedge.

   B. Students will demonstrate their knowledge about wheels.

   C. Students will demonstrate their knowledge about pulleys and its relationship to the wheel.

   D. Students will demonstrate their knowledge of the lever.

   E. Students will demonstrate their knowledge of an inclined plane.

5. Fifth and Sixth grade students will:

   A. Record findings for a fact list of trees and a fact list for a stump.

   B. Participate in a clean-up program around school.

   C. Employ at least six symbols on a map on the way he travels to and from school.

   D. Construct a diorama which illustrates a major biome.

   E. Construct a "miniature environment", e.g., terrarium, affuarium etc.

   F. Interpret a minimum of three topographical areas.

   G. Identify two climates'regions of the world.

   H. Recognize five agricultural symbols.

   I. Use a microscope and then draw a picture of the micrscopic picture.

   J. Make an art project using natural materials.

   K. Observe and record daily temperatures and humidity readings for one week.

Activities:

None listed

East Providence School System Grades K-5, 7-12 30 Teachers

Objectives:

1. Kindergarten, first grade, second grade and third grade students:

   A. Acquire knowledge of careers.

   B. Establish self-direction.

Activities:

Guest Speakers - dental hygienist, pilot, postman, nurse, policeman, and a veternarian

Field trips - post office, fire department, libary, a dairy, and the police department.

Parental Involvement: 18 parents as chaperones, and 7 parents were tutors.

2. Fourth and fifth grade students:

   A. Acquire knowledge of careers.

   B. Establish self-direction.

Activities:

Guest Speaker - hairdresser.

Field trips - florist and newspaper.

Parental Involvement - 18 parents as chaperones and 7 parents were tutors.

3. Seventh grade students:

   A. Establish self-direction.

   B. Acquire knowledge of careers.

Activities:

Guest Speakers - Business school representative, photographer, oil industry representative, civil service representative, department store clerk, truck driver, mechanic, carpenter.

Field trips - 52 trips made to all types of service, business and industrial sites.

East Providence School (cont.)

4. Eighth grade students:

   A. Establish self-direction

   B. Acquire knowledge of careers.

Activities:

Guest Speakers - Business school representative, photographer, oil industry representaive, civil service representative, department store clerk, truck driver, mechanic, carpenter, U.S. treasury agent, motor vehicles clerk, newspaper person, Blue Cross representative, bank clerk, pilot, podiatrist.

Field trips - 68 trips made to all types of service, business, and industrial sites.

5. Ninth grade students:

   A. Establish self-direction.

   B. Acquire knowledge of careers.

Activities:

Guest Speakers - Business school representative, photographer, oil industry representative, civil service representative, department store clerk, truck driver, carpenter, mechanic, U.S. treasury agent, motor vehicles clerk, newspaper person, Blue Cross representative, bank clerk, pilot, podiatrist.

Field trips - 85 trips made to all types of service, business and industrial sites.

6. Tenth, eleventh, and twelth grade students:

   A. acquire knowledge of careers.

   B. Establish self-direction.

Activities:

Guest Speakers - veternarian, regulations sanitarian, park rangers, registered nurse, LPN, psychiatrist, secretary, bank teller, receptionist, key punch operator, payroll clerk, file clerk, bank manager, representative of recording industry, radio announcer, telephone company representative, photographer, advertising representative, sportscaster.

Field trips - 11 trips to service, business and industrial sites.

Gilbert Stuart Middel School Grades 5-8 10 Teachers

Objectives:

1. Fifth and Sixth Graders will develop awareness of the many occupations in our society.
    A. Each student will be able to write a paragraph about a job he would like to have.
    B. Each student will be able to express associated vocabulary words.

Activities:

Field trip - U.S.S. Massachusetts

Tests - rating form attached

2. Seventh and Eighth Graders did not start program as of January 1, 1975.

PROVIDENCE

Mt. Pleasant Elementary School   K-4   6 Teachers

Objectives:

1. Kindergarten:

   A. Postive self-concept. Child will improve image of himself (Obj. 2A).

   Activities:

   Children drew pictures of themselves

   B. Concept of Development - studying duties and background of a community helper (Obj. 1A).

   Activities:

   Guest Speaker - school crossing guard

2. First Graders:

   A. 4a, 4b, 4c, 4d, 5c.

   Activities:

   Collage of magazine - pictures of Mothers' role

   B. 3b, 3c, 4a, 4c, 4d, 5b, 5c.

   Activities:

   Drawing of things whole family wants

   C. 1c, 1d, 1e.

   Activities:

   Made decorative jars as gifts

   D. 2a, 3a, 3c.

   Activities:

   Pictures of "Me" alike and different

   E. 1b, 5a, 5c, 5d.

   Activities:

   Field trips - Midland Mall.

   Made bulletin board of jobs.

2F. 4c, 4d, 1a.

Activities:

Guest Speakers - restaurant operator and waitress

Children stuffed celery with peanut butter and served it

3. Second Graders:

A. 1a, 1d - store personnel.

Activities:

Guest Speakers - parents who run their own store

Field trip - Midland Mall

B. 1a, 1d, 1c - performing careers.

Activities:

Field trip - Veterans Memorial Auditorium

C. 2a.

Activities:

None listed

4. First and Second Graders:

A. To learn about goods, how produced, where they are sold and how it is spent. Also, who buys these goods.

Activities:

Guest Speaker - librarian

Field trip - Midland Mall

B. To give better self image of oneself and understand that we are all different. Also likes and dislikes are different.

Activities:

None listed

C. To know about types of houses and who might live in them.

Activities:

None listed

Mt. Pleasant Elementary School (cont.)

5. Third and Fourth Graders:

A. 1a, 1b, 1c, 1d, 1e (P.3).

Activities:

Guest Speakers - building inspector, sanitation inspector, welfare chief, parks and recreations supervisor

Field trips - Port of Providence, police station

Parental Involvement - as chaperones

B. 2a (P.3)

Activities:

None listed

C. 3a, 3b, 3c, (P.4).

Activities:

None listed

D. 4d, (P.4).

Activities:

Questioning of speakers in A, above.

E. 5a, 5b, 5c, 5d.

Activities:

None listed

E. W. Flynn Model School Grades 3-5 9 Teachers

Objectives:

1. Third graders will be able to:

A. Develop a positive self concept.

Activities:

Rating Scales - were used

B. Develop environmental awareness.

Activities:

None listed

C. Develop problem solving and decision-making skills.

Activities:

None listed

D. Identify 8 career clusters, positions, and the work entailed in each.

Activities:

Field trips - bank, jewlery company, dentist's office, hospital

Rating Scales - were used

2. Fourth Graders will be able to:

A. Know 4 career clusters.

Activities:

Guest Speakers - telephone representative, state trooper

Field trips - beauty academy, veternarian's office, health spa.

Tests - were used

B. Develop key concepts as a necessary foundation for adequate career decisions.

C. Develop self confidence essential to trying out a variety of activities.

D. Develop and understand their own and others' value systems.

3. Fifth Graders will be able to:

   A. Look at a mill from the point of view of starting a business.

   B. Understand vocabulary development, e.g., put marketing vocabulary in dialogue of a play.

Activities:

Tests - were used

CUMBERLAND

Garvin Memorial School K-4 13 Teachers

Objectives:

1. Upon completion of school year, students will demonstrate a 25% Increase in growth in self-awareness as measured by teacher-made pre and post tests.
    A. Develop positive self concept.
    B. Develop ability to work with a group.

Activities:

Guest Speakers - guidance counselor, meterologist.

Parental Involvement - as volunteer aides and as puppet makers.

2. Upon completion of the school year, students will show a 25% increase in skills necessary to carry through decision-making process as measured by documentation and/or testing.

Activities:

None listed

3. Upon completion of the school year, students will demonstrate positive attitudes toward school as evidenced by a 25% increase in growth in attitude as measured by pre and post tests.

Activities:

Guest Speaker - school personnel

Parental Involvement - as volunteers, as builder of puppets.

4. Students will demonstrate a positive attitude toward the world of work as measured by a 25% increase in attitudinal pre and post testing.

Activities:

Parental Involvement - as presentors of own jobs.

5. Students will show a 25% increase in their knowledge of careers and the world of work as measured by teacher-made pre and post tests.

Activities:

Guest Speaker - meteorologist

Field trip - acquarium

Parental Involvement - as presentors of own jobs.

B.F. Norton School　　Grades 5 & 6　　7 Teachers

Objectives:

For fifth and sixth grade students:

1. To introduce methods of teaching to be utilized during the school year, i.e., individualized instruction and familiarity with various learning kits, group project work, contracts, and individual packets.
2. To introduce career education goals and concepts and to initiate investigation of the 15 career clusters.
3. To begin development of positive character traits related to the teaching - learning situation by charting observable behavior, i.e., responsibility, decision-making, group interaction, classroom housekeeping.
4. Through use of group discussions:
    - A. Establish desired lines of communication between teachers and pupils;
    - B. To help the pupil become aware of the self concept as it relates to school, home and peers.

Activities:

Guest Speakers - a potter, an anthropologist, a geologist.

Field trips - Rhode Island School of Design, Museum of Fine Arts

Parental Involvement - as chaperones and volunteers.

For sixth grade students:

1. Students will demonstate a growth in self-awareness or self concept.
2. Students will show growth in the skills necessary to carry through the decision-making process as measured by documentation:
    - A. Students will complete at least one contract a month;
    - B. All students should have had a chance to participate in a group research project.

3. On a weekly basis, students will have the opportunity to select materials relevant to a particular learning activity as measured by teacher documentation.

Activities:

Guest Speakers - guidance counselor, photographer, newscaster, anthropologist.

Field trip - a science center.

Parental Involvement - as chaperones.

Winman Jr. High - Warwick Grade 8 20 Students 3 Teachers

Objectives:

1. Remedial Math and English
2. Self-awareness
3. Knowledge of Photography
4. Career Exploration
5. Modified 8th Grade Curriculum

Activities:

To meet Objective 4 - A. Guest speaker: Secretary; Stewardess; Journalist

B. Field trips - Voc. Tech. Facility; Tollgate High School; Boston Museum of Science

To meet Objective 5 - Field trip - Boston Museum of Science

Frenchtown Elementary School East Greenwich Grade 6 2 Teachers

Objectives:

1. By the end of the project year, twenty-seven children will demonstrate their knowledge of 16 careers in communication by an objective teacher-made test.

Activities:

Guest Speaker - reporter fro Providence Journal, TV Channel 10 newscaster

Field Trips - advertising agency, Providence Public Library, Channel 36 TV station

Parental Involvement - driver and chaperones

Rating Scale - pre and post tests attached

2. By the end of the project, twenty-seven students will demonstrate knowledge of how media effects them by individual or group projects and teacher evaluation of projects.

Activities:

Each student made photostories and posters. Students submitted items about school to local paper and they were published under their own by-line.

Rating Scale - ratings were made on completed projects

3. By the end of the project, twenty-seven sixth grade students will participate in a project that utilizes the tools of communication media.

Activities:

Guest Speaker - Guidance counselor running weekly small group sessions and also teaching development of pictures. "Looking Glass Theatre" presentation and intervews of actors.

Rating Scale - teacher assessment

Affective Objectives:

1. Willingness to take a chance
2. Group interpersonal relationships
3. Structures own time and discipline
4. Questions and participates well, orally
5. Willing to do more than minimum requirements in assigned work

Activities:

Guest Speaker - representative of U.R.I. School of Oceanography, Shell Fishermen

Field Trips - fisheries, meterology station, Fishermen's Cooperative and Trout Hatching

Parental Involvement - as chaperones

Both sixth grade classes worked on communication and oceanography clusters.

CRANSTON

W. R. Dutemple Elementary School k-6 15 Teachers

Objectives:

1. Kindergarten students, upon completion of the project, will be able to match selected workers with their tools, orally, as measured by teacher developed tests.

Activities:

None listed

2. First Graders will be able to:

   A. Identify 5 workers from a list of 10 who make and/or repair things and be able to match them with tools.

   B. Identify 5 workers from a list of 10 who sell things and be able to match these workers with what they sell.

   C. Identify 5 workers from a list of 10 who take people and things to places and be able to match these workers with what they use to carry the people and things.

   D. Identify 5 workers from a list of 10 who have specialized occupations.

   E. Identify 5 workers from a list of 10 who have unspecialized occupations.

   F. Classify various occupations indoor/outdoor of both occupations

   G. Associate various careers with primary grade subjects needed to be learned for those careers.

   H. Tell what jobs they do at home, how they do them, and how they feel about doing them.

   I. Make a scrapbook on what they would like to be when the grow up.

   J. Tell why we earn money and why things cost soo much money.

   K. Have a better awareness of themselves as individuals and of their abilities and inabilities.

Activities:

None listed

Objectives:

3. Second Graders will be able to:

   A. Circle 5 community occupations from a list of occupations.

   B. Name what worker does and what tools are needed from a list of 10.

   C. Name what objects are sold in the stores and name the workers from a list of 5 stores.

   D. Tell what occupations the students' father, mother, brother, sister, or relative has. What their duties are and what tools are used.

   E. Classify workers who use their hands, who take care of people, who carry people from place to place, and who produce food.

   F. Make a scrapbook of the occupations he would like to pursue and write a short autobiography and complete self awareness dittoes.

   G. Identify at least one job in each cluster of public service, environment, personnel services and education, and indicate whether the job requires a college education.

Activities:

None listed

4. Third Graders will be able to:

   A. Identify at least two jobs in each cluster of health, hospitality, and recreation, whether the job needs college training and how this job relates to the community.

   B. Identify at least two jobs in each cluster of agri-business, manufacturing, and communication, does it need college training, and how this job contributes to society.

   C. Identify those careers in construction and environment which are similar/different and explain that different careers require different talents, interests, and abilities.

   D. Make a scrapbook that he would pursue in making a livelyhood and explain that a person has the right to choose career applicable to his abilities, talents, and interests.

Activities:

None listed

Objectives:

5. Fourth Graders will be able to:

   A. Identify from occupation lists the categories of communication, transportation, and manufacturing, and pick an occupation in each category and educational background which the job demands.

   B. Categorize occupational title - white/blue collar, agricultural and service worker.

   C. Identify from a list of workers, those who work in the Agri-Industrial or Fine Arts.

   D. Categorize occupations as skilled and unskilled.

   E. Identify from list of occupations those clusters of business, office, and marine services.

Activities:

None listed

6. Fifth Graders will be able to:

   A. Identify technicians from a list of 20 careers, and tell where each works, special training necessary, and if they help other careers.

   B. Identify and categorize occupations as blue/white collar, and further categorize blue collar with 75% accuracy, as skilled, semiskilled or unskilled.

   C. Identify both where people work and industries in which that job might occur.

   D. Explain and demonstrate various steps involved in completing a specific task related to an occupation.

   E. Make a scrapbook of an occupation concerning research and satisfaction achieved in pursuing the occupation.

   F. Justify a purchase presented in a problem (e.g., comparing quality, price, service and guarentee.

Activities:

None listed

Objectives:

7. Sixth Graders will be able to:

   A. Explain and demonstrate various steps involved in completing a specific task.

   B. Explain why people work in different career fields.

   C. Explain why people work and identify 5 motivational factors affecting the choice of an occupation.

   D. Fill out any job application form - use form from a Cranston Industry.

   E. Identify and categorize an occupation as white/blue collar, agricultureal, or service and catergorize the blue collar occupations as skilled, semiskilled, and unskilled.

   F. Name an occupational cluster, occupations within that cluster, and its relationship to other clusters. Also, give the educational training necessary for the job, list skills, abilities, and personal qualities of the occupation and how the occupation contributes to society as measured by teacher developed test.

   G. Write a composition about an interested career naming clusters, educational training necessary, personal qualities and skills, and how the career contributes to society.

Activities:

None listed

Valentine Almy Elementary School K-6 13 Teachers

Objectives:

1. For all grades, K-6, students will be able to:
   - A. Demonstrate knowledge of 5 curriculum units.
   - B. Demonstrate awareness and attitudes of jobs as evidenced by the creation of Future Focus Magazine which includes personal biographies, creative writing, artwork, puzzle and games.
   - C. Demonstrate knowledge of 5 career clusters by matching occupations to their related cluster.
   - D. Demonstrate attitudes toward work as evidenced by scores on pre/post tests of attitudes towards careers.
   - E. Experience the decision-making process by choosing to participate in interviews, trips, career workshops involving the making of a finished product, and career based dramatic activities.

Activities:

Pre - Post Tests - attached

Cranston Parents 1st, and 3rd Grade Parents 3 Teachers

Objectives:

1. To improve parental knowledge of techniques and th child's sense of self and his self-esteem.
2. To improve parents' knowledge of decision-making opportunities in the home.
3. To assist parents in developing opportunities for fostering greater occupational-environmental awareness in their children.
4. To enlist parents as resource people for the in-school career education program.

Activities:

Guest Speakers - Cranston counselor and 1st Grade teacher

Parental Involvement - thrust is here

Pre tests - attached

North Scituate Elementary - Scituate K-6 Students 435 17 Teachers

Objectives:

1. Kindergarten students will demonstrate awareness of at least 10 occupations associated with personal services by identifying pictures of activities performed in the occupations with 70% accuracy as measured by an oral teacher-made test (this is the objective for the entire year). Up to December the following objectives were met by the teacher:

    a. To make the children aware of the type of job a caterer has.

    b. To make the children aware of what a personal service is.
    c. To make the children aware of the advantages and disadvantages of being a waiter or waitress.

Activities:

For a, b, and c above: Guest Speaker - teacher is a part-time waitress. She spoke to the children and donated several uniforms for them to use while role-playing.

Parental Involvement - Many parents assisted as the class prepared a meal at Thanksgiving, a part of the -atering study. A complete turkey dinner was prepared. ✓c

Pre-test - was given to each child individually by teacher aide and answers given on tape recorder.

2. First Graders (according to Proposal) are scheduled to start this program in Public Services in January.

Activities:

Parent Involvement - as chaperones,

Pre-tests - were done on tape

3. Second Graders will show awareness of at least 15 occupations in the area of environment as measured by an oral tape-recorded listing.

    a. To introduce the concept of our environments.

b. To define the environment.
c. To discuss things found in our environment.

Activities:

Parental Involvement - as chaperones

Pre-tests - on tape, scores attached

4. Twenty Third-Grade students will have increased their awareness of occupations in the field of transportation by at least 50% as measured by a teacher-made test.

Activities:

Parent Involvement - as chaperones

Pre-tests - scores attached

5. About twenty-five Third Graders will demonstrate with 75% accuracy awareness of at least 10 occupations in the area of foods and nutrition by identifying tasks involved in those occupations in a teacher-made matching test.

Activities:

Parental Involvement - donations of food for Thanksgiving and for making clam chowder.

Pre-tests - scores attached

6. Twenty-five Third Graders will demonstrate with 75% accuracy, awareness of 20 occupations related to Marine sciences by recognizing these on a teacher-made test.

Activities:

Parental Involvement - 8 parents were involved in planning field trips - they will be chaperones

Pre-tests - scores attached

7. About thirty Fourth Graders will demonstrate with 75% accuracy, awareness of at least 10 occupations associated with Fine Arts by matching the job with activities associated with that job on a

teacher-made matching test.

Activities:

Parental Involvement: - as chaperones

Pre-tests - scores attached

8. About 30 Fourth Graders, with 75% accuracy, will demonstrate awareness of careers available in the hotel industry by matching 10 specific terms -- such as porter, bellhop, valet, accountant, doorman -- with their meanings on a teacher-made test.

Activities:

Parental Involvement - as chaperones

Pre-tests - scores attached

9. About thirty Fifth Graders, with 75% accuracy, will demonstrate awareness of at least 25 occupations in the performing arts of Fine Arts and Humanities Cluster as measured by a teacher-made pre-post test.

Activities:

Guest Speakers - Performance of Looking Glass Threater for grades 4-6 already has taken place

Parental Involvement - Parents helped with costuming and make-up

10. About thirty Fifth Graders will be able to identify with 80% accuracy the occupations related to agriculture and natural resources as determined by a teacher-made and administered test by listing at least 40 occupations.

Activities:

Guest Speakers - Wayne Carlow (U.R.I.); 2 students interviewed and taped; George Brush - florist and reported to class

Parental Involvement - as chaperones; one parent helped arrange field trip to Maple Syrup Farm; parent demonstration-carpentry;

three parents donated materials for project; one parent assisted teacher

Pre-tests - scores attached

11. At conclusion of program, the students (5th Graders) will be aware of problems surrounding sail and water conservation and will be able to identify at least 7 occupations associated with these resources through teacher-made tests. ✓

Activities:

None listed

12. Sixth Graders will gather, write, edit, print and distribute a school newspaper threby demonstrating their comprehension of the numerous jobs involved in and related to journalism. Evaluation will be by teacher observation of both process and results based on 70% accuracy in performance of their jobs. ✓

Activities:

Parental Involvement - as chaperones

Pre-tests - None

13. About thirdy Fifth and Sixth Graders will chart a 50% increase in knowledge of occupations in the field of communications and media as measured by a teacher-made Pre-post test. ✓ ✓?

Activities: -

Parental Involvement - helped in arranging a field trip to a radio station

Pre-tests - tests attached

14. About thirty Sixth Graders will increase their knowledge of 25 health careers by 50% as measured by a teacher-made test given in September and June.

Activities:

Guest Speakers - Nurse

Parental Involvement - assistance with chaperoning field trips

Pre-tests - scores attached

N.B. For all grades - no field trips have taken place at this time.